

State of Colorado



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DATE: June 15, 2005

TO: Directly Affected Employees through Agency HR Administrators
American Federation of State, County, Municipal Employees
Colorado Association of Public Employees
Colorado Federation of Public Employees
Colorado State Patrol Protective Association

FROM: Karen Fassler, Total Compensation Manager

SUBJECT: Implementation of System Changes, JEL 05-05

The system changes indicated on the accompanying chart are approved for implementation. The effective date for each change is indicated on the attached "Summary of System Changes" chart. If the changes involve class descriptions and/or class placements, they are also included. Please provide this information to appointing authorities, directly affected employees, and any others in your agency who may need this information. Information is also available on the web at <http://www.colorado.gov/dpa/dhr>.

If you have any questions, please contact Compensation Unit staff at 303-866-2455.

SUMMARY OF SYSTEM CHANGES

JE Letter #: 05-05
Date of Letter: 6/15/05

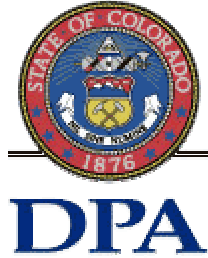
Total Compensation Systems

* P = proposed; F = final (only F is to be entered into EMPL and ADS)

P or F*	CD Changes			Current Class		New Class		Occ Grp		Grade		Pay Diff.		Effective Date
	New	Rev	Abol	Code	Title (limit 25 characters)	Code	Title (limit 25 characters)	From	To	From	To	From	To	
Class Description Changes Only:														
F		X		A1A1TX	Corrections Case Mgr I	A1A1TX	Corrections Case Mgr I	EPS	EPS	A30	A30	1	1	7/1/05
F		X		A1A2XX	Corrections Case Mgr II	A1A2XX	Corrections Case Mgr II	EPS	EPS	A34	A34	1	1	7/1/05
F		X		A1A3XX	Corrections Case Mgr III	A1A3XX	Corrections Case Mgr III	EPS	EPS	A36	A36	0	0	7/1/05
F		X		A1D1IX	Corr/Yth/Clin Sec Intern	A1D1IX	Corr/Yth/Clin Sec Intern	EPS	EPS	A13	A13	1	1	7/1/05
F		X		A1D2TX	Corr/Yth/Clin Sec Off I	A1D2TX	Corr/Yth/Clin Sec Off I	EPS	EPS	A22	A22	1	1	7/1/05
F		X		A1D3XX	Corr/Yth/Clin Sec Off II	A1D3XX	Corr/Yth/Clin Sec Off II	EPS	EPS	A26	A26	1	1	7/1/05
F		X		A1D4XX	Corr/Yth/Cln Sec Spec III	A1D4XX	Corr/Yth/Cln Sec Spec III	EPS	EPS	A30	A30	1	1	7/1/05
F		X		A1D5XX	Corr/Yth/Cln Sec Supv III	A1D5XX	Corr/Yth/Cln Sec Supv III	EPS	EPS	A30	A30	1	1	7/1/05
F		X		A1D6XX	Corr or Yth Sec Off IV	A1D6XX	Corr or Yth Sec Off IV	EPS	EPS	A36	A36	1	1	7/1/05
F		X		A1D7XX	Corr or Yth Sec Off V	A1D7XX	Corr or Yth Sec Off V	EPS	EPS	A40	A40	0	0	7/1/05
F		X		A1K1TX	Corr Supp Lic Trades Supv I	A1K1TX	Corr Supp Lic Trades Supv I	EPS	EPS	A27	A27	1	1	7/1/05
F		X		A1K2XX	Corr Supp Lic Trades Supv II	A1K2XX	Corr Supp Lic Trades Supv II	EPS	EPS	A31	A31	1	1	7/1/05
F		X		A1K3XX	Corr Supp Lic Trades Supv III	A1K3XX	Corr Supp Lic Trades Supv III	EPS	EPS	A36	A36	0	0	7/1/05
F		X		A1L1TX	Corr Supp Trades Supv I	A1L1TX	Corr Supp Trades Supv I	EPS	EPS	A26	A26	1	1	7/1/05
F		X		AIL2XX	Corr Supp Trades Supv II	AIL2XX	Corr Supp Trades Supv II	EPS	EPS	A30	A30	1	1	7/1/05
F		X		A1L3XX	Corr Supp Trades Supv III	A1L3XX	Corr Supp Trades Supv III	EPS	EPS	A36	A36	0	0	7/1/05
F		X		A1L4XX	Corr Supp Trades Supv IV	A1L4XX	Corr Supp Trades Supv IV	EPS	EPS	A40	A40	0	0	7/1/05
F		X		A2A1IX	Criminal Investigator Int	A2A1IX	Criminal Investigator Int	EPS	EPS	A32	A32	0	0	7/1/05
F		X		A2A2TX	Criminal Investigator I	A2A2TX	Criminal Investigator I	EPS	EPS	A38	A38	0	0	7/1/05

P or F*	CD Changes			Current Class		New Class		Occ Grp		Grade		Pay Diff.		Effective Date
	New	Rev	Abol	Code	Title (limit 25 characters)	Code	Title (limit 25 characters)	From	To	From	To	From	To	
F		X		A2A3XX	Criminal Investigator II	A2A3XX	Criminal Investigator II	EPS	EPS	A44	A44	0	0	7/1/05
F		X		A2A4XX	Criminal Investigator III	A2A4XX	Criminal Investigator III	EPS	EPS	A50	A50	0	0	7/1/05
F		X		A2A5XX	Criminal Investigator IV	A2A5XX	Criminal Investigator IV	EPS	EPS	A52	A52	0	0	7/1/05
F		X		A3C1TX	Community Parole Off	A3C1TX	Community Parole Off	EPS	EPS	A92	A92	0	0	7/1/05
F		X		A3C2XX	Community Parole Team Ldr	A3C2XX	Community Parole Team Ldr	EPS	EPS	A35	A35	0	0	7/1/05
F		X		A3C3XX	Community Parole Supv	A3C3XX	Community Parole Supv	EPS	EPS	A39	A39	0	0	7/1/05
F		X		A3C4XX	Community Parole Mgr	A3C4XX	Community Parole Mgr	EPS	EPS	A43	A43	0	0	7/1/05
F		X		A4A1IX	State Patrol Intern	A4A1IX	State Patrol Intern	EPS	EPS	A81	A81	0	0	7/1/05
F		X		A4A3TX	State Patrol Trooper	A4A3TX	State Patrol Trooper	EPS	EPS	A82	A82	0	0	7/1/05
F		X		A4A4XX	State Patrol Trooper III	A4A4XX	State Patrol Trooper III	EPS	EPS	A83	A83	0	0	7/1/05
F		X		A4A5XX	State Patrol Supervisor	A4A5XX	State Patrol Supervisor	EPS	EPS	A84	A84	0	0	7/1/05
F		X		A4A6XX	State Patrol Admin I	A4A6XX	State Patrol Admin I	EPS	EPS	A85	A85	0	0	7/1/05
F		X		A4A7XX	State Patrol Admin II	A4A7XX	State Patrol Admin II	EPS	EPS	A86	A86	0	0	7/1/05
F		X		A4B1IX	Police Officer Intern	A4B1IX	Police Officer Intern	EPS	EPS	A23	A23	0	0	7/1/05
F		X		A4B2TX	Police Officer I	A4B2TX	Police Officer I	EPS	EPS	A27	A27	0	0	7/1/05
F		X		A4B3XX	Police Officer II	A4B3XX	Police Officer II	EPS	EPS	A32	A32	0	0	7/1/05
F		X		A4B4XX	Police Officer III	A4B4XX	Police Officer III	EPS	EPS	A39	A39	0	0	7/1/05
F		X		A4B5XX	Police Administrator I	A4B5XX	Police Administrator I	EPS	EPS	A45	A45	0	0	7/1/05
F		X		A4B6XX	Police Administrator II	A4B6XX	Police Administrator II	EPS	EPS	A49	A49	0	0	7/1/05
F		X		A4C1TX	Safety Security Off I	A4C1TX	Safety Security Off I	EPS	EPS	A27	A27	0	0	7/1/05
F		X		A4C3XX	Safety Security Off III	A4C3XX	Safety Security Off III	EPS	EPS	A36	A36	0	0	7/1/05
F		X		A9A1TX	ANG Patrol Officer I	A9A1TX	ANG Patrol Officer I	EPS	EPS	A12	A12	1	1	7/1/05
F		X		A9A2XX	ANG Patrol Officer II	A9A2XX	ANG Patrol Officer II	EPS	EPS	A16	A16	1	1	7/1/05
F		X		A9A3XX	ANG Patrol Officer III	A9A3XX	ANG Patrol Officer III	EPS	EPS	A22	A22	1	1	7/1/05

P or F*	CD Changes			Current Class		New Class		Occ Grp		Grade		Pay Diff.		Effective Date
	New	Rev	Abol	Code	Title (limit 25 characters)	Code	Title (limit 25 characters)	From	To	From	To	From	To	
F		X		H6O1XX	Lottery Sales Rep I	H6O1XX	Lottery Sales Rep I	PS	PS	H26	H26	1	1	7/1/05
F		X		H6O2XX	Lottery Sales Rep II	H6O2XX	Lottery Sales Rep II	PS	PS	H31	H31	0	0	7/1/05
F		X		H6O3XX	Lottery Sales Rep III	H6O3XX	Lottery Sales Rep III	PS	PS	H37	H37	0	0	7/1/05
Class Description and Pay Grade Changes through Class Placement:														
F	X					H5L1TX	Admin Law Judge I	PS	PS		H57	0	0	7/1/05
F		X		H5A2TX	Admin Law Judge I	H5L2XX	Admin Law Judge II	PS	PS	H57	H58	0	0	7/1/05
F		X		H5A3XX	Admin Law Judge II	H5L2XX	Admin Law Judge II	PS	PS	H58	H58	0	0	7/1/05
F		X		H5A4XX	Admin Law Judge III	H5L3XX	Admin Law Judge III	PS	PS	H59	H59	0	0	7/1/05
F			X	H5A5XX	Admin Law Judge IV		Abolish	PS		H63		0		7/1/05



SYSTEM MAINTENANCE STUDY

NARRATIVE REPORT -- FINAL CHANGES

Enforcement and Protective Services (EPS) Occupational Group

Conducted Fiscal Year 2004-2005

BACKGROUND AND PURPOSE OF STUDY

This system-wide study is part of the Department of Personnel and Administration's (hereafter "the department") statutory responsibility, CRS 24-50-104(1)(b), for maintaining and revising the system of classes covering all positions in the state personnel system. Such maintenance may include the assignment of appropriate pay grades that reflect prevailing wage as mandated by CRS 24-50-104(1)(a). The state personnel director has delegated authority for system studies to the Division of Human Resources (hereafter "the division").

This study was initiated in response to the passage of HB03-1266. The new law changed the definition of a peace officer and no longer differentiates between status levels (e.g., Peace Officer Level I, Level II, etc.). Under C.R.S. 16-2.5-101 et seq., peace officers are defined by specific occupation and identified by whether Peace Officers Standards and Training (P.O.S.T.) Board certification "shall or may" be required. Those specific occupations that "shall or may" require P.O.S.T. certification are the occupations currently in the EPS occupational group. Because the division's intent is to keep the current occupational group structure intact, the occupational group definition needs to be updated to accurately reflect the change in statute.

ISSUES AND FINDINGS

This study did not involve any class concept or pay grade analysis or changes. There is no class placement or conversion; therefore, no PDQ's were reviewed. This occupational group definition revision did not change the nature of work and keeps the current class structure. Only the occupational group definition and statutory citations within each class description were changed. No class series was moved in or out of the EPS occupational group.

MEET AND CONFER ON PROPOSED RESULTS

CRS 24-50-104(1)(b) requires the department to meet and confer with affected employees and employee organizations, if requested, regarding the proposed changes before they are implemented as final. The official notice of proposed changes contained a deadline by which all "meet and confer" activity must conclude in order to implement the recommendations on July 1, 2005. In an effort to proactively facilitate this process, a public meeting was held November 10, 2004. One representative from the Association of Colorado State Patrol Professionals, one from the Colorado Department of Public Safety, and one from the Colorado Department of Corrections, attended the meeting. No issues or comments regarding the study were raised.

One written comment was received from the Colorado Peace Officer Standards and Training (P.O.S.T.) Board that pointed out an omission in the P.O.S.T. certification requirement in the Criminal Investigator class series. This oversight was corrected in the final class description.

FISCAL IMPACT FOR IMPLEMENTATION YEAR

This study has no fiscal impact.

RECOMMENDATIONS

I. Occupational Group

EPS occupational group definition: These occupations perform services where peace officer status is granted by statute with the authority and duty to enforce criminal laws and are responsible for the prevention, detection, and investigation of crime. Included are supervisors and administrators. This group is concerned with the protection of persons and property against loss, injury, or disturbance resulting from criminal acts, accidents, and other hazards. Training and skill in the use of weapons are typically required, as is the periodic qualification with such weapons. Positions in this group must satisfy requirements set forth in statute to carry out their commission and duties, and "shall or may" require certification by the Peace Officers Standards and Training (P.O.S.T.) Board as specified in statute.

NOTE: Occupations performing inspection or regulatory functions for the purpose of maintaining compliance with technical or professional standards, specifications, contracts, or civil code are not included in this occupational group. Additionally, those occupations that have peace officer status, but do not have a statutory P.O.S.T. Board certification requirement are not included in this occupational group. Such occupations are best evaluated in the occupational group containing their specific professions.

II. Class Descriptions

See attached.

III. Class Conversion and/or Placement

There is no class conversion or placement.



STATE OF COLORADO

CLASS SERIES DESCRIPTION

July 1, 2005

CORRECTIONS CASE MANAGER

A1A1TX TO A1A3XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses three levels in the Enforcement and Protective Services occupational group and describes case management work in monitoring and guiding offenders' progress while confined in a state facility. Case managers provide individual counseling, guidance, and progress assessment; submit community referrals; determine custody levels; assist in pre-release preparations; initiate parole plans; complete parole board risk assessments; determine earned time grants; resolve disagreements between offenders and correctional or judicial entities; perform public relations work with external agencies and the general public; or, supervise such positions. Some positions provide population management services to the agency which involves oversight/direction on offender classification, case management, movement, and disciplinary systems. Although two of the three classes are primarily oriented to counseling and evaluation of offenders, the work includes ongoing responsibility for the security, restraint, and confinement of offenders. Those positions have authority as peace officers to enforce criminal and civil laws and to physically detain or restrain others. Basic peace officer level definitions are found in C.R.S. 16-2.5-135, with specific authorities found in agency supporting statutes or appointing authorities' delegations and may require P.O.S.T. Board certification.

INDEX: The Case Manager I class begins on this page, the Case Manager II class begins on page 3, and the Case Manager III class begins on page 5.

CORRECTIONS CASE MANAGER I

A1A1TX

CONCEPT OF CLASS

This class describes the fully-operational case manager. Positions in this class provide offenders with counseling and guidance in order to determine the appropriate custody level and facility

CLASS SERIES DESCRIPTION (Cont'd.)

CORRECTIONS CASE MANAGER

July 1, 2005

placement; conduct progress assessments; resolve disagreements; coordinate offender access to work, educational, treatment, and recreational programs; determine earned time grants; initiate parole board risk assessments and actions; develop parole plans; and advise offenders on family and personal problems. Positions in this class serve as an offender advisor on issues, complaints, suggestions, and disciplinary actions.

Included in this class are positions receiving training and orientation during their initial probationary period.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level. Within limits set by professional standards, the agency's available technology and resources, and case management program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of case management operations. An example could be a decision on the process to achieve offender work or educational objectives to meet parole risk assessment guidelines. The general case management pattern, program, or system exists but must be individualized. This individualization requires analysis of offender behavioral data that is complicated or contradictory. An example could be a decision on how to motivate offenders to correct abnormal social behaviors when their work behavior is normal. Analysis is breaking the offender problem or case into parts, examining these parts, and reaching conclusions that result in case management processes. This examination requires the application of known and established counseling, rehabilitation, educational, or vocational theory, principles, conceptual models, professional penal standards, and case management precedents in order to determine their relationship to the problem. An example could be decisions on what counseling principles to apply for a process to resolve offender complaints or grievances against individuals outside the correctional system. New case management processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of case management and counseling theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general case management policies, precedents, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. For example, a position may modify case management principles in developing a risk assessment for repeat offenders. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing case management guidelines so they can be applied to particular circumstances and to deal with emergencies. An example could be the modification of case management guidelines for an evaluation plan to fulfill the needs of an offender with learning disabilities.

CLASS SERIES DESCRIPTION (Cont'd.)

CORRECTIONS CASE MANAGER

July 1, 2005

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of physically restraining and confining citizens as peace officers enforcing the law. Although such positions meet the criteria for the Enforcement and Protective Services occupational group, these contacts are incidental to their primary counseling and case management roles. This level involves contact involving physical restraint of offenders in a secure facility in accordance with statutory and agency-granted authorities.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include work leader or supervisory accountability for less than two full-time equivalent positions.

CORRECTIONS CASE MANAGER II

A1A2XX

CONCEPT OF CLASS

This class primarily describes the agency level staff specialist responsible for developing and evaluating case management operations among and between separate facilities. As the agency authority on case management principles, models, and American Correctional Association (ACA) case management standards, positions guide and influence correctional decisions on how to integrate case management operations into specific outcomes by developing case management guidelines used throughout the agency. Positions are actively involved in offender classification, movements, and disciplinary systems and operations. Positions also persuade other correctional program areas to adjust or modify their operations to incorporate case management objectives. This class may also be used for those facility positions functioning as work leaders and fulfill such definition contained under the Line/Staff Authority factor in this class. Positions located at the agency staff level are not directly involved in the restraint and confinement of offenders. This class differs from the lower class of Case Manager I in the factors of Purpose of Contact and Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional case and population management standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. Within broader incarceration and release guidelines, the general case or population management program or system exists but must be individualized. An example could be decisions related to whether pre-release case management should differ due to the security level of offenders. This individualization requires analysis of data that is complicated. Analysis is

CLASS SERIES DESCRIPTION (Cont'd.)

CORRECTIONS CASE MANAGER

July 1, 2005

breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established case management theory, principles, conceptual models, professional ACA standards, and legal precedents in order to determine their relationship to the problem. An example of such decision could be deciding the process for case management training or audits of facility case management. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of case management theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing case management guidelines so they can be applied to particular circumstances and to deal with emergencies. An example could be the adaptation of ACA case management principles to deal with changes in sentencing laws, or to deal with emergency movement of offenders from county holding jails to state offender reception facilities without degrading offender classification principles and standards.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of at least two of the following:

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions and behaviors. As an example, positions advise agency managers and facility supervisors and managers on ways to deal with overcrowding and the necessity of mixing offender classification levels in order to solve an offender influx or new parole releases.

Clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories or marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format. Examples are training correctional facility program managers on the intent of case management, and in clarifying to managers, superintendents, and parole entities the purpose and rationale behind classification models or principles.

Physically restraining and confining citizens as peace officers enforcing the law. Although such positions meet the criteria for the Enforcement and Protective Services occupational group, these contacts are incidental to their primary counseling and case management roles. This level involves contact involving physical restraint of offenders in a secure facility in accordance with statutory and agency-granted authorities.

Negotiating as an official representative of one party in order to obtain support or cooperation where there is no formal rule or law to fall back on in requiring such action or change from the other party. Such negotiation has fiscal or programmatic impact on an agency. In reaching

CLASS SERIES DESCRIPTION (Cont'd.)

CORRECTIONS CASE MANAGER

July 1, 2005

settlements or compromises, the position does not have a rule or regulation to enforce but is accountable for the function.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor, a work leader, or a staff authority. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team.

NOTE: This portion of the factor is applicable only to those positions with agency-wide responsibilities as described in the concept for this class, which is used as a tradeoff for the supervisory responsibilities less than the work leader definition below.

OR

The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and workflow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

OR

The staff authority is a pacesetter who has a unique level of technical expertise in a field or profession that, as part of the assignment, is critical to the success of an agency. It is an essential component of the work assignment that has been delegated by management to the position. This authority directly influences management decisions within an agency. For example, management relies on such a position when making decisions regarding the direction that policy or a program should take in the staff authority's field of expertise. Managers and peers recognize and seek this level of technical guidance and direction regarding the application of a program or system within the agency or to its clients. An example is a position with statewide correctional case management influence on its peers and the agency management teams as to offender placement needs versus agency capabilities.

CORRECTIONS CASE MANAGER III

A1A3XX

CONCEPT OF CLASS

This class describes supervisory case management responsibilities. In addition to having a caseload, positions in this class supervise other case managers in a facility and coordinate the offender classification system operations with other facility areas such as security, housing, work, educational, recreational, and religious program supervisors. As the facility classification

CLASS SERIES DESCRIPTION (Cont'd.)

CORRECTIONS CASE MANAGER

July 1, 2005

officer, positions also conduct review hearings on offender classifications. This class differs from the lower Case Manager II class in the Line/Staff Authority factor only.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level. Within limits set by professional standards, the agency's available technology and resources, and case management program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of case management operations. An example could be decisions on the process to achieve offender work or educational objectives to meet risk assessment guidelines for gaining parole approval. The general case management pattern, program, or system exists but must be individualized. This individualization requires analysis of offender behavioral data that is complicated or contradictory. Analysis is breaking the offender problem or case into parts, examining these parts, and reaching conclusions that result in case management processes. This examination requires the application of known and established counseling, rehabilitation, educational, or vocational theory, principles, conceptual models, professional penal standards, and case management precedents in order to determine their relationship to the problem. An example could be decisions on what process to use to accomplish case management activities in a facility which includes determining case loads, depth and frequency of case management contacts with offenders, case management audits, and making changes in the sequence of risk assessment actions. New case management processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of case management and counseling theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general case management policies, precedents, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing American Correctional Association (ACA) case management principles so they can be applied to particular circumstances and to deal with emergencies. An example could be the modification of case management guidelines for a plan to fulfill the facility's objectives under offender overcrowding conditions or severe, long-term security restrictions on offender movements.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of physically restraining and confining citizens as peace officers enforcing the law. As with positions in the lower Case Manager I class, such positions meet the criteria for the Enforcement and Protective Services occupational group, but these contacts are incidental to their primary purpose of advising and counseling. This class includes contact involving physical restraint of offenders in a secure facility, typically as a duty officer, in accordance with statutory and agency-granted authorities.

CLASS SERIES DESCRIPTION (Cont'd.)

CORRECTIONS CASE MANAGER

July 1, 2005

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions.

At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

DEFINITIONS

Case Management: The assessment, planning, coordinating, and counseling of offenders to achieve progress through the penal institution system and return them to the general population.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general competencies for classes in this series are contained in the State of Colorado Department of Personnel & Administration web site.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES HISTORY

Effective 7/1/05 (TLE). Date and statute citation updated. Published as proposed 10/25/04.

Effective 7/1/02 (DLF). EPS Consolidation Study. Date and class history updated. Published as proposed 5/8/02.

Revised 9/1/93 (DLF). Job Evaluation System Revision project. Published as proposed 6/11/93, 12/13/93.

CLASS SERIES DESCRIPTION (Cont'd.)**CORRECTIONS CASE MANAGER****July 1, 2005****SUMMARY OF FACTOR RATINGS**

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Corrections Case Manager I	Process	Formulative	Restrain	Indiv. Contributor
Corrections Case Manager II	Process	Formulative	*Advise, Clarify, Restrain, or Negotiate	Indiv. Contributor, Work Leader, or Staff Authority
Corrections Case Manager III	Process	Formulative	Restrain	Unit Supervisor

* Must have at least 2 of the 4.

ISSUING AUTHORITY: Colorado Department of Personnel & Administration



STATE OF COLORADO

CLASS SERIES DESCRIPTION

July 1, 2005

CORRECTIONAL, YOUTH, OR CLINICAL SECURITY OFFICER

A1D1IX TO A1D7XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses seven levels in the Enforcement and Protective Services occupational group and describes physical security and control over adult offenders, youth offenders/residents, or mental health/psychiatric offenders in a secure facility. The work entails custody and security responsibilities over offenders, youth offenders/residents, or psychiatric clinical care clients as to their housing, treatment, rehabilitation, education, health care, recreation, transportation, and/or employment in centers, prisons, institutes, homes/cottages, camps, or other similar facilities. Work involves oversight, supervision, crisis intervention, or evaluation to assure the physical safety and security of property and others. The work may entail decisions that could be in a life-threatening situation. The work in mental health settings includes milieu management and clinical interventions in high-risk units as determined by management. The work includes the enforcement of statutes, regulations, orders, directives, and procedures related to each facility.

Positions may have varying degrees of peace officer authority as designated by state statutes and department directives to enforce criminal and civil laws and to physically detain or restrain others. Basic peace officer level definitions relating to offenders are found in C.R.S. 16-2.5-135, with specific authorities for individual agencies or departments found in their supporting statutes or appointing authorities' delegations. The mental health treatment and security requirements are found in C.R.S. 16-2.5-140 and 27-10-101. Positions may require P.O.S.T. Board certification.

The levels in this class series range from the intern level correctional/security officer providing basic security and control to the third-level supervisor responsible for one or more program areas of support to offenders, clients, or residents. This class series contains two classes at the III level; one as a specialist, the other as a supervisor. Due to the rehabilitative and/or treatment objectives in some youth and mental health environments, supervisory positions in those settings may be found in other professional treatment, counseling, or rehabilitation classes. Positions

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above the highest level in this class series are evaluated under the Management Evaluation Plan. This class series is distinguished from the Safety/Security Officer class series as that class entails public law enforcement work beyond that included in this class series.

For purposes of determining supervision, positions supervising offenders/clients may fit the definition of supervision if the position performs these elements of supervision as defined in the Line/Staff Authority factors and the offenders/clients meet the wage earner and employer/employee relationship requirements. On the other hand, positions "overseeing" an offender work gang are not considered to meet the above elements of supervision.

INDEX: The first level, Correctional, Youth, or Clinical Security Intern begins on this page, Correctional, Youth, or Clinical Security Officer I begins on this page, Correctional, Youth, or Clinical Security Officer II begins on page 4, Correctional, Youth, or Clinical Security Specialist III begins on page 5, Correctional, Youth, or Clinical Security Supervisor III begins on page 7, Correctional/Youth Security Officer IV begins on page 8, and Correctional/Youth Security Officer V begins on page 10.

CORR'L, YOUTH, OR CLINICAL SECURITY INTERN A1D1IX

This class describes the entry level. Work is designed to train positions for a higher level in the class series. Although tasks are similar to those of the fully operational level, assignments are structured and performed with direction and assistance from others. Positions carry out established work processes and operations by learning to apply and follow procedures, techniques, rules, and regulations. Once training has been completed, the position is moved to the next level. Positions should not remain in this class indefinitely.

CORR'L, YOUTH, OR CLINICAL SECURITY OFFICER I A1D2TX

CONCEPT OF CLASS

This class describes the fully operational officer providing physical security and control of offenders or clients. Duties involve the performance of security, movement, transportation, and restraining activities as directed by established facility orders, descriptions, rules, and procedures. The work may be individualized or in a team environment depending upon specific responsibilities at a particular station or post. Duties include monitoring, inspecting, searching, directing, documenting, and restraining offenders, offenders, or clients/residents in housing, educational, recreational, employment, confinement, or treatment settings. The work involves monitoring and controlling physical movements via electronic, manual, or direct personal means. This includes monitoring alarms, systems, and schedules for controlling movement, access, and traffic in or about secure facilities. Duties may include maintaining equipment and keeping inventories of keys, tools, or weapons. Officers conduct physical searches of persons and facilities to control contraband and apply verbal and physical force according to agency guidelines. Positions can be used to transport offenders or clients between facilities and escort visitors within a facility.

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Positions in mental health institutions or youth/juvenile areas may participate in work of a clinical treatment or counseling nature, but the assignment is primarily security and control and does not include professional treatment, counseling, therapy, or social work. Included in this class are positions receiving orientation and training where performance is expected to reach the fully operational level within the initial probationary period.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level. Within limits set by the specific security and control process or regulations, choices involve deciding what security operation is required to carry out the process. This includes determining how the security operation will be completed. An example could be deciding the proper control of offenders when facility security equipment is not working. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established security process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices which are in the form of agency and unit procedures, memoranda, or post orders. As an example, although continuum of force guidelines exists, positions must decide the appropriate level of physical control response to client(s) or offender(s) disturbances.

Complexity -- The nature of, and need for, analysis and judgment is patterned. Positions study security and control information to determine what it means and how it fits together in order to get practical solutions in the form of responses to client or offender behavior deviations. Guidelines in the form of post orders, procedures, and emergency response directives exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines, which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from physical control alternatives where all are correct but one is better than another depending on the given circumstances of the security situation. As an example, choosing verbal warning, physical restraint or force with combative techniques, activity termination, unit lockdown, or the use of deadly force (use of weapons) may all be alternatives, but one may be preferable in a given situation.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of verbally and physically restraining and confining others as peace officers enforcing the law. These positions meet the criteria for the Enforcement and Protective Services occupational group. This class requires contact involving verbal and physical restraint of patients, offenders, clients/residents, offenders, or visitors in or about a secure facility or other specifically designated area in accordance with statutory and agency-granted authorities. Security positions in youth settings may be limited to detaining youth until they are placed in custody of law enforcement, but that contact still meets the intent of this paragraph.

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Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

CORR'L, YOUTH, OR CLINICAL SECURITY OFFICER II A1D3XX

CONCEPT OF CLASS

This class describes the fully operational correctional or security services officer with lead work or limited supervisory responsibilities. In addition to work described by the Correctional, Youth or Clinical Security Officer I class, positions in this class have additional oversight duties over others. The lead work duties include, but are not limited to, assigning security, control, or crisis intervention work; checking the work for conformance to standards and orders/descriptions; training new employees on security, control, or intervention procedures and processes; providing input into performance plans and appraisals; or recommending post or station assignments for differing activities or security conditions. The work in this class differs from the Officer I in the Line/Staff Authority factor only.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level. Within limits set by the specific security and control process or agency regulations, choices involve deciding what security operation is required to carry out the process. This includes determining how the security operation will be completed. An example could be deciding the proper control of offenders when facility security equipment is not working. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established security process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices which are in the form of agency and unit procedures, memoranda, or post orders. As an example, although continuum of force guidelines exists, positions must decide the appropriate level of physical control response to client(s) or offender(s) disturbances.

Complexity -- The nature of, and need for, analysis and judgment is patterned. Positions study security and control information to determine what it means and how it fits together in order to get practical solutions in the form of responses to client or offender behavior deviations. Guidelines in the form of post orders, procedures, and emergency response directives exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines, which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from physical control alternatives where all are correct but one is better than another depending on the given circumstances of the security

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CORRECTIONAL, YOUTH, OR CLINICAL SECURITY OFFICER
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situation. As an example, choosing verbal warning, physical restraint or force with combative techniques, activity termination, unit lockdown, or the use of deadly force (use of weapons) may all be alternatives, but one may be preferable in a given situation.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of verbally and physically restraining and confining others as peace officers enforcing the law. These positions meet the criteria for the Enforcement and Protective Services occupational group. This class requires contact involving verbal and physical restraint of patients, offenders, clients/residents, offenders, or visitors in or about a secure facility or other specifically designated area in accordance with statutory and agency-granted authorities. Security positions in youth settings may be limited to detaining youth until they are placed in custody of law enforcement, but that contact still meets the intent of this paragraph.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a work leader. The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning security and control tasks, monitoring progress and work flow, checking security and control, and establishing work standards. The work leader may provide input into supervisory decisions made at higher levels, including signing leave requests or approving work hours. This level may include supervisory accountability, which does not meet the next level in this series.

CORR'L, YOUTH, OR CLINICAL SECURITY SPECIALIST III A1D4XX

CONCEPT OF CLASS

This class describes the third-level correctional officer. The work in this class includes the responsibility for work decisions on establishing specialist processes in areas such as armory or weapons range operations, training coordination, recreational activities, or others. Positions in this class differ from the Correctional, Youth or Clinical Security Officer II class in the Decision Making, Purpose of Contact, and Line/Staff Authority factors.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- Decisions regularly made are at the process level. Within limits set by professional standards, the agency's available technology and resources, and correctional program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. An example of such could be decisions on the process to accomplish recreational programs in a particular facility. This individualization

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CORRECTIONAL, YOUTH, OR CLINICAL SECURITY OFFICER
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requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. For example, decisions on training programs require the application of concepts of training development as the position designs activities. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is patterned. Positions study security and control information to determine what it means and how it fits together in order to get practical solutions in the form of responses to behavioral deviations. Guidelines in the form of post orders, procedures, and emergency response directives exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines, which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from physical control alternatives where all are correct but one is better than another depending on the given circumstances of the security situation. As an example, choosing the appropriate security and safety process for operating an armory or weapons range requires choices between alternatives.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of both of the following:

Clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories. This goes beyond what has been learned in training or repeating information that is available in another format. For example, positions train others on the rationale behind the continuum of force guidelines.

Physically restraining and confining others as peace officers enforcing the law. These positions meet the criteria for the Enforcement and Protective Services occupational group. This class requires contact involving verbal and physical restraint of patients, offenders, or visitors in or about a secure facility or other specifically designated area in accordance with statutory and agency-granted authorities.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

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CORR'L, YOUTH, OR CLINICAL SECURITY SUPERVISOR III A1D5XX

CONCEPT OF CLASS

This class describes the first supervisory level. In addition to work performed in lower classes, the work in this class includes the responsibility for supervisory duties, which influence the pay, status, or tenure of others. As supervisors, positions have signature authority for actions directly affecting others in the form of performance appraisals and plans, documentation to support recommendation on corrective actions, and resolving the informal grievances of subordinates. Positions may also participate in the hiring, promotion, or transfer processes. Positions in this class differ from the Correctional, Youth or Clinical Security Officer II class in the Line/Staff Authority factor. Positions in this class differ from the Correctional, Youth or Clinical Security Specialist III class in the Decision Making and Line/Staff Authority factors.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- Decisions regularly made are at the operational level. Within limits set by the specific security and control process or agency regulations, choices involve deciding what security operation is required to carry out the process. This includes determining how the security operation will be completed. An example could be deciding the proper control of offenders when facility security equipment is not working. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established security process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices which are in the form of agency and unit procedures, memoranda, or post orders. As an example, although continuum of force guidelines exists, officers must decide the appropriate level of physical control response to offender(s) disturbances.

Complexity -- The nature of, and need for, analysis and judgment is patterned. Positions study security and control information to determine what it means and how it fits together in order to get practical solutions in the form of responses to behavioral deviations. Guidelines in the form of post orders, procedures, and emergency response directives exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines, which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from a number of alternatives, which may be correct, but one is better than another depending on the given circumstances of the situation. As an example, choosing verbal warning, physical restraint or force with combative techniques, activity termination, unit lockdown, or the use of deadly force (use of weapons) may all be alternatives, but one may be preferable in a given situation.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of verbally and physically restraining and confining others as peace officers enforcing the law. These positions meet the

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CORRECTIONAL, YOUTH, OR CLINICAL SECURITY OFFICER
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criteria for the Enforcement and Protective Services occupational group. This class requires contact involving verbal and physical restraint of patients, offenders, clients/residents, offenders, or visitors in or about a secure facility or other specifically designated area in accordance with statutory and agency-granted authorities. Security positions in youth settings may be limited to detaining youth until they are placed in custody of law enforcement, but that contact still meets the intent of this paragraph.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

CORRECTIONAL/YOUTH SECURITY OFFICER IV

A1D6XX

CONCEPT OF CLASS

This class describes a supervisory or staff authority level in a correctional setting. The duties involve the supervision of multiple units within security, housing, or other prison program areas. The work is oriented more towards planning, controlling, and evaluating the program areas and in working with other program supervisors and managers toward achieving common goals and objectives. The work at this level typically includes responsibility as duty officer of a facility during night, weekend, and holiday schedules on a rotational basis. This class also describes those positions having agency wide responsibility for specialty areas, such as armory, recreation, etc. This class differs from the Correctional, Youth, or Clinical Security Supervisor III class in the Decision Making factor and possibly in Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- Decisions regularly made are at the process level. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, specialty, or system exists but must be individualized. An example of such could be deciding religious or recreational processes in a particular facility; or, deciding specialty training for the agency. The general program requirements exist in agency guidelines, but the local program must be individualized to fit offender or client needs and the particular security classification level of offenders or the facility. An example could be the modification of housing divisions based on changes in offender populations, which necessitate a different security level. This individualization requires analysis of data that is complicated. Analysis is breaking the security

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CORRECTIONAL, YOUTH, OR CLINICAL SECURITY OFFICER
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problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, precedents, statutes, and case law in order to determine their relationship to the problem. For example, decisions on security programs require the application of the standards of the American Correctional Association (ACA) in modifying housing or work activities for offenders. Decisions at this level involve establishing and implementing post orders. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is patterned. Positions study security and control information to determine what it means and how it fits together in order to get practical solutions in the form of responses to behavioral deviations. Guidelines in the form of agency processes and emergency response directives exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines, which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from physical control alternatives where all are correct but one is better than another depending on the given circumstances of the security situation. As an example, positions may choose locations for recreational or work activities based on the available alternatives.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of either of the following:

Clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories. This goes beyond what has been learned in training or repeating information that is available in another format. An example could be clarifying, during corrections' or youth program audits, the intent of requiring job skills of offenders or additional client education in order to reverse recidivism levels.

Physically restraining and confining others as peace officers enforcing the law. These positions meet the criteria for the Enforcement and Protective Services occupational group. This class requires contact involving verbal and physical restraint of patients, offenders, clients/residents, offenders, or visitors in or about a secure facility or other specifically designated area in accordance with statutory and agency-granted authorities. Security positions in youth settings may be limited to detaining youth until they are placed in custody of law enforcement, but that contact still meets the intent of this paragraph.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as staff authority, a unit supervisor, or a line manager. The staff authority is a pacesetter who has a rare level of technical expertise in a field or profession that, as part of the assignment, is critical to the success of an agency. This authority directly influences management decisions at least on an agency-wide basis. Managers and peers recognize and seek this level of technical guidance and direction for development of an agency-wide system or regarding the application of a statewide system within the agency or to its clients.

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OR

The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. Positions supervised must be in this class series or at similar concept levels in other classes. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

OR

The line manager must be accountable for multiple units through the direct supervision of at least two subordinate Unit Supervisors; and, have signature authority for actions and decisions that may directly impact pay, status, and tenure. Elements of formal supervision must include providing documentation to support recommended corrective actions and disciplinary actions, rater/reviewer signature on performance plans and appraisals, and resolving informal grievances. Positions may start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

CORRECTIONAL/YOUTH SECURITY OFFICER V

A1D7XX

CONCEPT OF CLASS

This class describes the highest level in this series. The duties typically involve management and administration of one or more segments of a facility, which includes, but is not limited to, the operational elements of security, housing, recreational, educational, or religious programs. Supervision is received from management profile positions. A primary responsibility at this level is to direct subordinate units and their program areas to meet the objectives of other areas through contact and coordination with other program areas. Positions in this level typically act as the duty officer of a facility during night, weekend, and holiday schedules on a rotational basis. Positions in this level differ from the Correctional/Security Officer IV class in the Complexity factor and possibly in the Decision Making and Line/Staff Authority factors.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- Decisions regularly made are at the process level. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. An example of such could be deciding recreational processes in a particular facility. The general program requirements exist in agency guidelines, but the local program must be individualized to fit offender or client needs and the particular security

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classification level of offenders or the facility. An example could be the modification of housing divisions based on changes in offender populations, which necessitate a different security level. This individualization requires analysis of data that is complicated. Analysis is breaking the security problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, precedents, statutes, and case law in order to determine their relationship to the problem. For example, decisions on security programs require the application of the standards of the American Correctional Association (ACA) in modifying housing or work activities for offenders or clients. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

OR

The decisions regularly made are at the interpretive level. Within limits of the facility's strategic master plan and allocated human and fiscal resources, choices involve determining tactical plans to achieve the facility's administrative objectives established by the higher management (warden/superintendent) level. This involves establishing what processes will be done, developing the budget, and developing the staffing patterns and work units in order to deploy staff. This level includes inventing and changing systems and guidelines that will be applied by subordinate units. By nature, this is the first level where positions are not bound by processes and operations in their own programs as a framework for decision making and there are novel or unique situations that cause uncertainties that must be addressed at this level. Through deliberate analysis and experience with these unique situations, the manager or expert determines the systems, guidelines, and programs for the future. For example, positions at this level review and approve the post orders that subordinate positions use to guide their actions in the security and control of offenders.

Complexity -- The nature of, and need for, analysis and judgment is formulative. Positions evaluate the relevance and importance of criminal justice and correctional theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general agency policy, precedent, or non-specific security and control practices exist in the form of department policies and national standards, they are inadequate so they are relevant only through an approximation or analogy. For example, at a particular security level, certain general security practices exist, but positions in this class must modify them to fit physical equipment or facility limits. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies. For example, the offender programs manager may need to evaluate the appropriate recreational models to provide for particular classifications of offenders in meeting ACA Standards.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of either of the following:

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Clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories. This goes beyond what has been learned in training or repeating information that is available in another format. An example could be clarifying, during corrections or youth program audits, the intent of requiring job skills of offenders or additional education in order to reverse recidivism levels.

Physically restraining and confining or ordering others as peace officers enforcing the law. These positions meet the criteria for the Enforcement and Protective Services occupational group. This class requires contact involving verbal and physical restraint of patients, offenders, clients/residents, offenders, or visitors in or about a secure facility or other specifically designated area in accordance with statutory and agency-granted authorities. Security positions in youth settings may be limited to detaining youth until they are placed in custody of law enforcement, but this contact still meets the intent of this paragraph.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a line manager or senior manager. A line manager must be accountable for multiple units through the direct supervision of at least three subordinate Unit Supervisors (Corr'l, Youth, or Clinical Security Supervisor III) or positions of a similar level; and, have signature authority for actions and decisions that may directly impact pay, status, and tenure. Elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, rater/reviewer signature on performance plans and appraisals, and resolving informal grievances. Positions may start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

OR

The senior manager must be accountable for multiple units through the direct supervision of at least two subordinate Correctional/Security Officer IVs or positions of similar level; and, have signature authority for actions and decisions that may directly impact pay, status, and tenure. Elements of formal supervision must include providing documentation to support recommendations on corrective actions and disciplinary actions, rater/reviewer signature on performance plans and appraisals, and resolving informal grievances. Positions may start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

DEFINITIONS

Adult correctional offender service: Work related to the security, housing, custody, and/or activities of offenders in a state facility according to the Colorado Code of Penal Discipline.

Institutional (forensic) service: Work related to the security, custody, and control of clients or patients in a high-risk state psychiatric or mental health facility, hospital, institute, center, or home.

Youth/juvenile service: Work related to the security, custody, and control/management of youth/juvenile offenders/clients/residents in a state youth detention, treatment, or offender facility, center, camp, or similar setting.

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NOTE: Some positions may prefer to use working titles with military type rank designations, such as sergeant, lieutenant, captain, major, etc.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general competencies for classes in this series are contained in the State of Colorado Department of Personnel & Administration web site.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES HISTORY

Effective 7/1/05 (TLE). Date and statute citations updated. Published as proposed 10/25/04.

Revised 7/1/02 (DLF). EPS Consolidation Study. Moved all classes into one series. Added clinical security work in a high-risk mental health facility to the lower four classes. Changed series title from Correctional or Security Services Officer to Correctional, Youth or Clinical Security Officer. Published as proposed 5/8/02.

Effective 3/1/96 (DLF). Added Youth Service's use of all levels. Published as proposed 1/15/96.

Effective 9/1/93 (DLF). Job Evaluation System Revision project. Published as proposed 6/11/93.

Revised 4/17/91. Changed pay grades on all correctional officers (A8700-06,8715).

Revised 10/1/87. Changed class code and title on Forensic Security Officer (A8715).

Revised 7/1/87. Changed entrance requirements on all correctional officers (A8702-06).

Created 7/1/87. Correctional Intern and Correctional Officer A (A8700-01).

Revised 3/12/81. Changed entrance requirements and deleted options, Correctional Technicians, Specialists, Supervisors, and Managers (A8703-06).

Created 7/1/77. Forensic Security Officer (A8715).

Created 1/1/75. Youth Service Worker A/B (A8507-08). Correctional Officer B through Manager classes (A8702-06).

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SUMMARY OF FACTOR RATINGS

Class Level*	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Corr, Youth, or Clinical Security Intern	na	na	na	na
Corr, Youth, or Clinical Security Off I	Operational	Patterned	Restrain	Indiv. Contributor
Corr, Youth, or Clinical Security Off II	Operational	Patterned	Restrain	Work Leader
Corr, Youth, or Clinical Security Specialist III	Process	Patterned	Clarify & Restrain	Indiv. Contributor
Corr, Youth, or Clinical Security Supv III	Operational	Patterned	Restrain	Unit Supervisor
Corr/Youth Security Off IV	Process	Patterned	Clarify or Restrain	Staff Authority, Unit Supervisor, or Manager
Corr/Youth Security Off V	Process or Interpretive	Formulative	Clarify or Restrain	Manager or Senior Manager

ISSUING AUTHORITY: Colorado Department of Personnel & Administration



STATE OF COLORADO

CLASS SERIES DESCRIPTION

July 1, 2005

CORRECTIONAL SUPPORT LICENSED TRADES SUPERVISOR

A1K1TX TO A1K3XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses three levels in the Enforcement and Protective Services Occupational Group and describes supervisory work in the pipes, mechanical, electrical, or electronic trades. In addition, the work includes security and control of offenders in or about a secure facility. The work includes the general maintenance, operation, and repair of plumbing, heating, venting; air conditioning (HVAC), boiler/power generation, fixtures, electrical systems equipment, or other related systems. These classes are primarily oriented to licensed or certified trades supervision, but the work includes ongoing responsibility for the training of offenders in one or more of those trades. This includes oversight, supervision, intervention, or evaluation of offenders to assure the safety and security of property and others. This work includes the enforcement of statutes, regulations, orders, and procedures of the facility.

For purposes of determining supervision, positions supervising offenders may fit the definition of supervision if the position performs the following elements of supervision: issuing performance corrective actions and initiating disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. This includes offenders in a wage-earner role in an employer/employee relationship. Positions "supervising" an offender work gang of "as assigned" are not considered to meet the above elements of supervision. Basic peace officer level definitions are found in C.R.S. 16-2.5-135, as assigned by the Department of Corrections executive director, and may require P.O.S.T. Board certification.

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CORRECTIONAL SUPPORT LICENSED TRADES SUPERVISOR
July 1, 2005

CORR'L SUPPORT LICENSED TRADES SUPERVISOR I A1K1TX

CONCEPT OF CLASS

This class describes the first supervisory level. In addition to performing fully operational work in one or more pipe or mechanical trades, positions in this level have supervisory responsibility for offenders. This supervision entails assigning and evaluating work, handling informal grievances, initiating corrective and disciplinary actions, and participating in the hiring and firing of the offenders. Positions are expected to train the offenders on skills and knowledge in their respective trade. The work includes responsibility for the security and control of equipment, tools, materials, and other resources. Positions are actively involved in the physical control of offenders assigned to them. This class also describes those positions receiving orientation and training to the work setting within the initial probationary period.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices. For example, positions decide what and how certain repair actions are required to complete work orders.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study equipment and materials information to determine what it means and how it fits together in order to get practical solutions in the form of completed work assignments in the pipe trades. Guidelines in the form of trade practices, codes or specifications, post orders, facility directives and agency processes exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines, which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation. For example, positions choose the appropriate materials to use and order when failures occur.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of either of the following:

Detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time. For example, positions discover causes of failures by probing for information on the problems.

CLASS SERIES DESCRIPTION (Cont'd.)

CORRECTIONAL SUPPORT LICENSED TRADES SUPERVISOR

July 1, 2005

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions and behaviors. For example, positions advise security officers on appropriate trouble shooting processes to preclude false problems being reported.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a work leader or supervisor. The work leader is partially accountable for the work product of two or more full-time equivalent positions (typically offenders), including timeliness, correctness, and soundness. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and workflow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels.

OR

The supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. Positions supervised are typically offender employees of the unit. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

CORR'L SUPPORT LICENSED TRADES SUPERVISOR II A1K2XX

CONCEPT OF CLASS

This class describes the second supervisory level. In addition to the work described in the previous class, positions in this level decide the general pipe trades maintenance work processes used by others. This class differs from the Correctional Support Licensed Trades Supervisor I in the Decision Making and Line/Staff Authority factors.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. For example, pipe trades positions have authority to decide how work processes will be completed in conjunction with established facility security processes. The general maintenance pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and

CLASS SERIES DESCRIPTION (Cont'd.)
CORRECTIONAL SUPPORT LICENSED TRADES SUPERVISOR
July 1, 2005

precedents in order to determine their relationship to the problem. For example, positions decide the material and equipment control and inventorying processes for the maintenance operation. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study security and work requirements to determine what they mean and how they fit together in order to get practical solutions in the form of sets of work processes. Guidelines in the form of trade practices, codes or specifications, facility directives, and agency standards and regulations exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines, which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation. For example, positions select the most appropriate repair action based on the type of failure and parts available.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of both of the following:

Detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time. For example, positions interview managers and security supervisors to determine the adequacy of maintenance service.

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions and behaviors. For example, positions advise duty officers on plant operations to solve maintenance, electrical, or plumbing problems on weekends.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a work leader or supervisor. The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and workflow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

OR

The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support

CLASS SERIES DESCRIPTION (Cont'd.)
CORRECTIONAL SUPPORT LICENSED TRADES SUPERVISOR
July 1, 2005

recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

CORR'L SUPPORT LICENSED TRADES SUPERVISOR III A1K3XX

CONCEPT OF CLASS

This class describes the third supervisory level. In addition to work described in previous classes, positions in this level adapt pipe trades processes to the standards and programs of the agency. This class differs from the Correctional Support Licensed Trades Supervisor II class in the Complexity, Purpose of Contact, and Line/Staff Authority factors.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. For example, positions use general building codes and facility requirements to decide repair and modification processes. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. For example, positions examine professional plant operation standards in order to determine preventive maintenance operations. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of concepts and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. For example, positions plan maintenance programs with other occupations, such as carpenters, mechanics, etc. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with concepts and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies. For example, positions prepare plans for facility or equipment replacements and ways to gain efficiencies.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of at least two of the following:

CLASS SERIES DESCRIPTION (Cont'd.)
CORRECTIONAL SUPPORT LICENSED TRADES SUPERVISOR
July 1, 2005

Detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time. For example, positions interview other staff members to determine problems in facility maintenance.

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions and behaviors. For example, positions advise duty officers on plant operations to solve pipes/mechanical maintenance problems on weekends.

Clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories. This goes beyond what has been learned in training or repeating information that is available in another format. For example, positions train security supervisors in procedures to use backup systems when failures occur.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. Positions supervised must be in this class series or in similar conceptual levels in other correctional or trades classes. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

DEFINITIONS

Electrical Trades: This occupation describes electrical maintenance work and/or assisting skilled licensed electricians in the installation, alteration, maintenance, and repair of electrical systems, appliances, and devices. The occupation also includes work in electronics in a similar correctional supervisory setting.

Pipe/Mechanical Trades: This occupation describes plumbing, pipefitting, steamfitting, heating and air conditioning, stationary engineer, and mechanical work in the maintenance and repair of physical structures. Positions perform and supervise maintenance and repair of plumbing, mechanical, and heating systems, fittings, and accessories. This definition does not include work solely on electronics or computerized environmental control/management systems.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general competencies for classes in this series are contained in the State of Colorado Department of Personnel & Administration web site.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

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CORRECTIONAL SUPPORT LICENSED TRADES SUPERVISOR
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CLASS SERIES HISTORY

Effective 7/1/05 (TLE). Date and statute citation updated. Published as proposed 10/25/04.

Effective 7/1/04 (TLE). Phase II of EPS Consolidation Study. Consolidated two series (pipes and electrical) into one series titled Correctional Support Licensed Trades Supervisor. Changed pay grades for level I and II classes. Published as proposed 5/7/02.

Effective 7/1/99 (KKF). Correctional Support Pipe Trades Supervisor IV (A1H4) abolished as vacant. Published proposed 4/16/99.

Effective 5/1/95 (DLF). Published as proposed 3/22/95.

Effective 12/30/94 (DLF). Published as proposed 9/15/94.

Effective 9/1/93 (DLF). Job Evaluation System Revision project. Published as proposed 6/11/93.

Revised 4/17/91. Changed salaries.

Revised 3/1/90. Changed pay differential on Supervisor I (A8754).

Revised 7/1/87. Changed options, nature of work, and entrance requirements.

Revised 7/1/82. Changed titles and nature of work.

Revised 7/1/81. Changed class codes, titles, nature of work and entrance requirements.

Created 5/1/78.

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
C.S. Licensed Trades Supervisor I	Operational	Patterned	Detect or Advise	Work Leader or Unit Supervisor (offenders)
C.S. Licensed Trades Supervisor II	Process	Patterned	Detect & Advise	Work Leader or Unit Supervisor (1 in series)
C.S. Licensed Trades Supervisor III	Process	Formulative	2 of Detect, Advise or Clarify	Unit Supervisor (all in series)

ISSUING AUTHORITY: Colorado Department of Personnel & Administration



STATE OF COLORADO

CLASS SERIES DESCRIPTION

July 1, 2005

CORRECTIONAL SUPPORT TRADES SUPERVISOR

A1L1TX TO A1L4XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses four levels in the Enforcement and Protective Services occupational group and describes correctional supervisory work in the maintenance, housekeeping, food service, or other labor, trade, or craft occupations. In addition, the work includes security and control of offenders or youth in or about a secure facility. The work includes the planning, preparation, acquisition, service, or storage of food, raw materials or equipment; the general maintenance and repair of buildings, fixtures, equipment, systems or other items; and/or the housekeeping, laundry, or any other occupation not covered in other classes. Although these classes are primarily oriented to the maintenance, food service, or housekeeping occupations, the work includes ongoing responsibility for the training of offenders or youth in the food service trade. This includes oversight, supervision, intervention, or evaluation of offenders or youth to assure the safety and security of property and others. This work includes the enforcement of statutes, regulations, orders, and procedures of the facility.

For purposes of determining supervision, positions supervising offenders or youth may fit the definition of supervision if the position performs these elements of supervision: issuing performance corrective actions and initiating disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. This includes offenders in a wage-earner role in an employer/employee relationship. Positions "supervising" a work crew of "as assigned" offenders or youths do not meet the above elements of supervision. Basic peace officer level definitions are found in C.R.S. 16-2.5-135, as assigned by the Department of Corrections executive director, and may require P.O.S.T. Board certification.

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CORRECTIONAL SUPPORT TRADES SUPERVISOR
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CORRECTIONAL SUPPORT TRADES SUPERVISOR I A1L1TX

CONCEPT OF CLASS

This class describes the first supervisory level. In addition to performing fully-operational work in trades occupations, positions in this level have supervisory responsibility for offenders or youth. This supervision entails assigning and evaluating work, handling informal grievances, initiating corrective and disciplinary actions, and participating in the hiring and firing of the youth/offenders. Positions are expected to train the offenders or youth on skills and knowledge in the trades occupation. The work includes responsibility for the security and control of equipment, raw materials, and other resources. Positions are actively involved in the physical control of persons assigned to them. This class also describes those positions receiving orientation and training to the work setting within the initial probationary period.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices. For example, positions decide what and how certain food preparation actions are required to complete menus.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study equipment and materials information to determine what it means and how it fits together in order to get practical solutions in the form of completed work assignments in the food service occupation. Guidelines in the form of master menus, dietary guidelines, trade practices, codes or specifications, health or sanitation regulations, facility directives and agency processes exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines, which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation. For example, positions choose the appropriate type of maintenance or repair action when failures occur.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of either of the following:

Detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time. For

CLASS SERIES DESCRIPTION (Cont'd.)
CORRECTIONAL SUPPORT TRADES SUPERVISOR
July 1, 2005

example, positions discover causes of unsanitary conditions by probing for information on the problems.

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions and behaviors. For example, positions advise case managers and security officers on appropriate responses to linen control processes to preclude losses and thefts.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a work leader or supervisor. The work leader is partially accountable for the work product of two or more full-time equivalent positions (typically offenders or youth), including timeliness, correctness, and soundness. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and work flow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

OR

The supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. Positions supervised are typically offender or youth employees of the unit. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

CORRECTIONAL SUPPORT TRADES SUPERVISOR II A1L2XX

CONCEPT OF CLASS

This class describes the second supervisory level. In addition to the work described in the previous class, positions in this level decide the trades work processes used by others. This class differs from the Correctional Support Trades Supervisor I in the Decision Making and Line/Staff Authority factors.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. For example, maintenance positions have authority to decide how preparation and serving work processes will be completed in conjunction with established facility security processes. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is

CLASS SERIES DESCRIPTION (Cont'd.)
CORRECTIONAL SUPPORT TRADES SUPERVISOR
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complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. For example, positions decide the raw material and equipment control and inventorying processes for the maintenance operation. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study equipment and materials information to determine what it means and how it fits together in order to get practical solutions in the form of completed work assignments in the food service occupation. Guidelines in the form of master menus, dietary guidelines, trade practices, codes or specifications, health or sanitation regulations, facility directives and agency processes exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines, which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation. For example, positions choose the appropriate type of substitute item when shortages occur.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of both of the following:

Detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time. For example, positions interview managers and security supervisors to determine the adequacy of food service.

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions and behaviors. For example, positions advise duty officers on plant operations to solve maintenance problems on weekends.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a work leader or supervisor. The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and work flow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

OR

CLASS SERIES DESCRIPTION (Cont'd.)
CORRECTIONAL SUPPORT TRADES SUPERVISOR
July 1, 2005

The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

CORRECTIONAL SUPPORT TRADES SUPERVISOR III A1L3XX

CONCEPT OF CLASS

This class describes the third supervisory level. In addition to work described in previous classes, positions in this level adapt processes to the standards and programs of the agency. This class differs from the Correctional Support Trades Supervisor II class in the Complexity, Purpose of Contact, and Line/Staff Authority factors.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. For example, positions use general health codes and ACA standards to decide housekeeping processes. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. For example, positions examine professional food service operation standards in order to determine preventative sanitation operations. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of concepts and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. For example, positions plan maintenance repair programs with other occupations, such as security and housing supervisors/managers. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with concepts and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies. For example, positions prepare facility plans for equipment replacements and ways to gain food or sanitation cost savings.

CLASS SERIES DESCRIPTION (Cont'd.)
CORRECTIONAL SUPPORT TRADES SUPERVISOR
July 1, 2005

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of at least two of the following:

Detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time. For example, positions interview other staff members to determine food service problems.

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions and behaviors. For example, positions advise duty officers on food service or maintenance operations to solve problems on weekends.

Clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories. This goes beyond what has been learned in training or repeating information that is available in another format. For example, positions train security/housing supervisors on food service and sanitation requirements and standards.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. Positions supervised must be in this class series or in similar conceptual levels in other classes. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

CORRECTIONAL SUPPORT TRADES SUPERVISOR IV A1L4XX

CONCEPT OF CLASS

This class describes the operating manager level and is typically only used in food service operations. Positions in this level perform administrative and supervisory work in directing the food service operations in a facility. Positions are involved in the preparation, presentation, and justification of a food service budget; policy determinations and implementation of such; administration on matters of food service planning, operational procedures, equipment replacement, and staffing levels; and, determining priorities for raw materials procurement. This class differs from the Correctional Support Trades Supervisor III class in the Decision Making and Line/Staff Authority factors and possibly in Complexity.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the interpretive level, as described here. Within limits of the strategic master plan and allocated human and fiscal resources, choices

CLASS SERIES DESCRIPTION (Cont'd.)
CORRECTIONAL SUPPORT TRADES SUPERVISOR
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involve determining tactical plans to achieve the objectives established by the higher management (strategic) level. This involves establishing what processes will be done, developing the budget, and developing the staffing patterns and work units in order to deploy staff. For example, positions decide labor and equipment cost forecasts, improvements to efficiency, and special dietary capabilities for the facility. This level includes inventing and changing systems and guidelines that will be applied by others statewide. By nature, this is the first level where positions are not bound by processes and operations in their own programs as a framework for decision making and there are novel or unique situations that cause uncertainties that must be addressed at this level. Through deliberate analysis and experience with these unique situations, the food service manager or expert determines the systems, guidelines, and programs for the future. For example, positions determine facility and equipment replacement needs for the future.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of concepts and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. For example, positions plan food service programs with other occupations, such as security and housing supervisors/managers. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with concepts and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies. For example, positions prepare plans for equipment replacements and ways to gain food cost savings.

OR

The nature of, and need for, analysis and judgment is strategic, as described here. Positions develop guidelines to implement a program that maintains the agency's mission. Guidelines do not exist for most situations. In directive situations, positions use judgment and resourcefulness to interpret circumstances in a variety of situations and establish guidelines that direct how a departmental/agency program will be implemented. For example, positions develop long-range plans for facility remodeling efforts.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of all of the following:

Detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time. For example, positions interview other facility managers to determine food service problems before crisis develop.

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions and behaviors. For example, positions advise other supervisors on capabilities of food service systems.

CLASS SERIES DESCRIPTION (Cont'd.)
CORRECTIONAL SUPPORT TRADES SUPERVISOR
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Clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories. This goes beyond what has been learned in training or repeating information that is available in another format. For example, positions clarify the underlying rationale of dietary requirements or limits on food service operations.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a manager. The manager must be accountable for multiple units through the direct supervision of at least two subordinate Correctional Support Trades Supervisor IIs or IIIs or comparable positions; and, have signature authority for actions and decisions that directly impact pay, status, and tenure. Elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, second-level signature on performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

DEFINITIONS

Food Service: This occupation describes work in the planning, purchasing, storing, preparation, and service of meals to offenders.

General Maintenance Trades: This occupation describes general building maintenance and repair work in the building trades such as carpentry, painting, etc. Positions perform or supervise maintenance and repair of buildings, fixtures, or other equipment. Physical plant supervision/management describes work in planning and oversight of the maintenance, repair, or construction of facilities, grounds, and utilities.

Housekeeping & Laundry: This occupation describes work involving cleaning and maintaining buildings, furnishings, equipment, and surrounding areas. The laundry occupation describes work supervising the sorting, washing, drying, mending, ironing, folding, and distributing linens and garments.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general competencies for classes in this series are contained in the State of Colorado Department of Personnel & Administration web site.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES HISTORY

Effective 7/1/05 (TLE). Date and statute citation updated. Published as proposed 10/25/04.

Effective 7/1/02 (DLF). EPS Consolidation Study. Consolidated Maintenance, Food Service, and Housekeeping/Other classes into this series. No pay grade changes. Published as proposed 5/8/02.

CLASS SERIES DESCRIPTION (Cont'd.)
CORRECTIONAL SUPPORT TRADES SUPERVISOR
July 1, 2005

Revised 3/1/96 (DLF). Added Youth Service's use of first class. Published as proposed 1/15/96.

Revised 5/1/95 (DLF). Published as proposed 3/22/95.

Revised 12/30/94 (DLF). Published as proposed 9/15/94.

Revised 9/1/93 (DLF). Job Evaluation System Revision project. Published as proposed 6/11/93.

Revised 4/17/91. Changed salaries.

Revised 3/1/90. Changed pay differential on Supervisor I (A8754).

Revised 7/1/87. Changed options, nature of work, and entrance requirements.

Revised 7/1/82. Changed titles and nature of work.

Revised 7/1/81. Changed class codes, titles, nature of work and entrance requirements.

Created 5/1/78.

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
C. S. Trades Supervisor I	Operational	Patterned	Detect or Advise	Work Leader or Unit Supervisor (offenders)
C. S. Trades Supervisor II	Process	Patterned	Detect & Advise	Work Leader or Unit Supv. (1 in series)
C. S. Trades Supervisor III	Process	Formulative	2 of: Detect, Advise, or Clarify	Unit Supervisor (all in series)
C. S. Trades Supervisor IV	Interpretive	Formulative or Strategic	Detect, Advise, & Clarify	Manager

ISSUING AUTHORITY: Colorado Department of Personnel & Administration



STATE OF COLORADO
CLASS SERIES DESCRIPTION
July 1, 2005
CRIMINAL INVESTIGATOR

A2A1IX TO A2A5XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series includes five levels in the Enforcement and Protective Services occupational group and describes forensic analysis of physical evidence and/or field investigations pertaining to criminal activities.

Work involves identifying, collecting, preserving, analyzing, and summarizing evidence, which may include conducting tests to analyze physical evidence and interpreting lab results. Positions gather facts by locating and interviewing witnesses, informants, and suspects; examine documents and observe conditions to verify facts; and, evaluate and present findings and evidence to support any recommended prosecution. Criminalists also reconstruct and search crime scenes and prepare presentations on test techniques. This class series, by agency mission or policy, focuses primarily on law enforcement as opposed to compliance of regulated activities. While some positions may also be involved in regulation of an industry, the principle focus of the assignment is on law enforcement related activities where the results of an investigation are presented to an attorney general, a district attorney, a court, or a grand jury to consider prosecution.

Positions in this series have varying degrees of peace officer authority, designated by state statutes and department directives, to enforce laws and physically detain and/or arrest others and may use deadly force. Basic peace officer definitions are found in C.R.S. 16-2.5-113, 16-2.5-123 through 126, that may require P.O.S.T. Board certification, and 16-2.5-129 and 16-2.5-134 that shall require P.O.S.T. Board certification, with other specific authorities found in agency supporting statutes.

INDEX: Criminal Investigator Intern and Criminal Investigator I begin on page 2, Criminal Investigator II begins on page 4, Criminal Investigator III begins on page 6, and Criminal Investigator IV begins on page 8.

CLASS SERIES DESCRIPTION (Cont'd.)

CRIMINAL INVESTIGATOR

July 1, 2005

CRIMINAL INVESTIGATOR INTERN

A2A1IX

CONCEPT OF CLASS

This class describes the entry level. Work is designed to train positions for a higher level in the class series. Although tasks are similar to those of the fully-operational level, assignments are structured and performed with direction and assistance from others. Positions carry out established work processes and operations by learning to apply and follow procedures, techniques, rules, and regulations. Once training has been completed, the position is to be moved to the next level. Positions should not remain in this class indefinitely.

CRIMINAL INVESTIGATOR I

A2A2TX

CONCEPT OF CLASS

This class describes the fully-operational investigator or criminalist. Work includes identifying suspects, interviewing witnesses, examining books or records, verifying the authenticity of documents, collecting evidence, preparing affidavits for search warrants and executing warrants, issuing criminal summonses, writing reports of findings, and training local police officers in investigative techniques. Some positions in this class work in a laboratory. Such criminology work involves collecting, preserving, and identifying physical evidence; performing physical and chemical tests and interpreting results; preparing reagents and performing routine maintenance on instruments. Positions in this class may conduct multi-jurisdictional field investigations, internal investigations of alleged crime committed by other officers or offenders, or inform local law enforcement agencies of the services offered.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. For example, positions determine the approach to test physical evidence and/or the plan or course of an investigation. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. For example, positions determine what evidence to collect and how to collect it. Positions also determine the approach to use in presenting information in an unbiased manner. Choices are within a range of specified, acceptable standards, alternatives, and technical practices. For example, within legal limits and alternatives, and physical and chemical techniques, positions determine whether or not probable cause exists and/or how to analyze physical evidence.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information from crime scenes or witnesses to determine what it means and how

CLASS SERIES DESCRIPTION (Cont'd.)

CRIMINAL INVESTIGATOR

July 1, 2005

it fits together in order to get practical solutions in the form of an approach for testing evidence or a plan for conducting investigations. Guidelines in the form of standard operating procedures, statutes, report writing procedure, policy, internal manuals, and rules of evidence exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines which may change for varying circumstances as the task is repeated. For example, standard operating procedures may need to be adjusted to fit the situation or test. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation. For example, techniques for collecting and preserving evidence change from one crime scene or investigation to another depending on the circumstances and the nature of the evidence needed to prove an alleged offense.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of any of the following:

Detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time. For example, positions interview witnesses, informants, and suspects to uncover information on a possible offense during an investigation.

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions and behaviors. For example, positions in this class train local police officers in proper techniques to collect and preserve evidence which affects the outcome of an investigation.

Clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories or marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format. For example, positions in this class train others in investigative concepts and techniques.

Physically restraining and arresting citizens as peace officers enforcing the law. These positions meet the criteria for the Enforcement and Protective Services occupational group. Some positions in this class series regularly carry weapons used to make field arrests. The use of weapons is governed by an active agency firearms policy that requires regular qualification with weapons. For example, such positions enforce the law at crime scenes, including the use of weapons to arrest suspects.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

CLASS SERIES DESCRIPTION (Cont'd.)

CRIMINAL INVESTIGATOR

July 1, 2005

CRIMINAL INVESTIGATOR II

A2A3XX

CONCEPT OF CLASS

This class describes the supervisor, team leader, or staff authority. Supervisory positions are responsible for the daily operation of a lab or investigation unit which includes decisions that directly impact the pay, status, or tenure of at least three full-time equivalent positions; monitoring the status of cases; determining goals and procedures for the unit; and monitoring the unit's budget and approving equipment acquisitions. Team leaders are responsible for directing field investigations on a continuing basis, including determining and using the resources needed to complete an investigation, assigning tasks to other investigative personnel (agency or local enforcement personnel), reviewing findings and writing the content of the final report, and training other field investigators. Also included in this class is a position functioning as the agency's expert in an investigative field. Such expertise is essential to the agency's mission and is utilized on an ongoing basis as part of the position's assignment. This class differs from the Criminal Investigator I on Decision Making and possibly Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. For example, positions in this class determine the level and use of fiscal, technical, and human resources during investigations, including directing the work of other investigators in a lab, work unit, or field investigation. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. For example, positions evaluate and recommend the feasibility of adding new, or deleting current, services or types of tests. As another illustration, the expert applies the theories, principles, professional standards, and concepts of the professional field when advising or guiding peers and agency management on the identification and analysis techniques for investigations in the field of expertise. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information from crime scenes or witnesses to determine what it means and how it fits together in order to get practical solutions in the form of an approach for testing evidence or a plan for conducting investigations. Positions also study caseloads and requests for assistance in order to schedule staff. Guidelines in the form of standard operating procedures, statutes, report writing procedure, policy, internal manuals, and rules of evidence exist for most

CLASS SERIES DESCRIPTION (Cont'd.)

CRIMINAL INVESTIGATOR

July 1, 2005

situations. Judgment is needed in locating and selecting the most appropriate of these guidelines which may change for varying circumstances as the task is repeated. For example, standard operating procedures may need to be adjusted to fit the situation or test. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation. For example, techniques for collecting and preserving evidence change from one crime scene or investigation to another depending on the circumstances and the nature of the evidence needed to prove an alleged offense.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of any of the following:

Detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time. For example, positions interview witnesses, informants, and suspects to uncover information on a possible offense during an investigation.

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions and behaviors. For example, positions in this class train local police officers in proper techniques to collect and preserve evidence which affects the outcome of an investigation.

Clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories or marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format. For example, positions in this class train others in investigative concepts and techniques.

Physically restraining and arresting citizens as peace officers enforcing the law. These positions meet the criteria for the Enforcement and Protective Services occupational group. In this class series, positions regularly carry weapons used to make field arrests. The use of weapons is governed by an active agency firearms policy that requires regular qualification with weapons. For example, positions in this class enforce the law at crime scenes, including the use of weapons to arrest suspects.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a team leader (individual contributor or work leader), staff authority, or unit supervisor. The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level in the Compliance Investigator series. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and work flow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. The team leader (individual contributor) exercises many of the same responsibilities when directing field investigations, such as assigning and monitoring work, approving the

CLASS SERIES DESCRIPTION (Cont'd.)

CRIMINAL INVESTIGATOR

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product, and training and advising team members. However, the team leader does not have the employees and attendant input into supervisory decisions.

OR

The staff authority is a pacesetter who has a unique level of technical expertise in a field or profession that, as part of the assignment, is critical to the success of an agency's mission. It is an essential component of the work assignment that has been delegated by management to the position. This authority directly influences management decisions within an agency. For example, management relies on such a position when making decisions regarding the direction that an agency's service, policy, or program should take in the staff authority's field of expertise. Managers and peers recognize and seek this level of technical guidance and direction for the development of an agency-wide system or regarding the application of a program or system within the agency or to its clients. An agency relies on the pacesetter when making management decision regarding services in a specific field.

OR

The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level in the Compliance Investigator class series. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

CRIMINAL INVESTIGATOR III

A2A4XX

CONCEPT OF CLASS

This class describes the second supervisory level responsible for organizing and directing the labs or investigative units in an agency. In addition to supervising a minimum of three full-time equivalent positions, some through at least two subordinate supervisors, positions in this class evaluate work schedules and develop work plans and objectives, evaluate equipment needs and develop spending plans, monitor the budget and approve expenditures, determine new processes or services. This class differs from the Criminal Investigator II on Complexity and possibly Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve

CLASS SERIES DESCRIPTION (Cont'd.)

CRIMINAL INVESTIGATOR

July 1, 2005

determining the process, including designing the set of operations. For example, positions in this class direct the work, assign cases, developing procedures, and approve budget expenditures which impact the services offered by labs or investigation sections. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. For example, positions evaluate the feasibility of adding new, or deleting current, services or types of tests. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of investigative and forensic analysis theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. For example, positions determine whether to add a new service or test and how to shift resources to meet requests for assistance. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies. For example, positions tailor existing guidelines in order to determine how make the best use of allotted funds, staff, facilities, and equipment.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of any of the following:

Detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time. For example, positions interview witnesses, informants, and suspects to uncover information on a possible offense during an investigation.

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions and behaviors. For example, positions in this class train local police officers in proper techniques to collect and preserve evidence which affects the outcome of an investigation.

Clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories or marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format. For example, positions in this class work with other government officials and industry on requests for new services and to market current services or systems.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a second-level supervisor. The second-level supervisor is accountable,

CLASS SERIES DESCRIPTION (Cont'd.)

CRIMINAL INVESTIGATOR

July 1, 2005

including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in this class series, with at least one Criminal Investigator II, or at a comparable conceptual level in the Compliance Investigator class series. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer. The second-level supervisor may also be accountable for multiple units through the direct supervision of at least two subordinate Unit Supervisors; and, have second-level signature on performance plans and appraisals in addition to the supervisory elements described above.

CRIMINAL INVESTIGATOR IV

A2A5XX

CONCEPT OF CLASS

This class describes the position which functions as an assistant director in a law enforcement agency. Positions in this class are responsible for the daily management of a program to ensure that the agency's mission is accomplished. Work includes planning and organizing program activities, recommending agency policy related to the assigned program, developing budget requests, utilizing program resources, and supervising at least two subordinate supervisors. This class differs from the Criminal Investigator III on Decision Making, Complexity, Purpose of Contact, and possibly Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the interpretive level, as described here. Within limits of the strategic master plan and allocated human and fiscal resources, choices involve determining tactical plans to achieve the objectives established by the higher management (strategic) level. This involves establishing what processes will be done, developing the budget, and developing the staffing patterns and work units in order to deploy staff. For example, positions in this class develop program goals and policy, plan program activities, and use program funds, staff, and technical resources to accomplish the mission of the agency. This level includes inventing and changing systems and guidelines that will be applied by others statewide. For example, a position in this class may be responsible for the development of a crime database system and its guidelines that are used by other state and local law enforcement agencies. By nature, this is the first level where positions are not bound by processes and operations in their own programs as a framework for decision making and there are novel or unique situations that cause uncertainties that must be addressed at this level. Through deliberate analysis and experience with these unique situations, the manager determines the systems, guidelines, and programs for the future. For example, positions in this class determine the systems and services offered by the program which impacts the mission of the agency.

CLASS SERIES DESCRIPTION (Cont'd.)

CRIMINAL INVESTIGATOR

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Complexity -- The nature of, and need for, analysis and judgment is strategic, as described here. Positions develop guidelines to implement a program that maintains the agency's mission. For example, positions in this class plan and direct the daily operation of a program for an agency. Guidelines do not exist for most situations. For example, positions in this class use the agency's mission, legislation, and programmatic resources to determine processes and guidelines to implement new systems in order to accomplish the mission. In directive situations, positions use judgment and resourcefulness to interpret circumstances in a variety of situations and establish guidelines that direct how a departmental/agency program will be implemented. For example, positions in this class develop goals and resource utilization plans to implement an agency's program.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of either of the following:

Clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories or marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format. For example, positions in this class train others in investigative concepts and techniques.

Negotiating as an official representative of one party in order to obtain support or cooperation where there is no formal rule or law to fall back on in requiring such action or change from the other party. For example, positions in this class negotiate with local, state, and federal agencies on services to be provided by the agency. Such negotiation has fiscal or programmatic impact on the agency. In reaching settlements or compromises, the position does not have a rule or regulation to enforce but is accountable for the function. For example, in negotiating on behalf of the agency over the use of crime database systems, the position in this class cannot require its use but must convince other governmental entities to use the system.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a manager. The manager must be accountable for multiple units through the direct supervision of at least two subordinate Unit Supervisors; and, have signature authority for actions and decisions that directly impact pay, status, and tenure. Elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, second-level signature on performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

The manager may also function as a unit supervisor and is accountable for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. In addition to the elements of formal supervision, at least one of the subordinate positions must be in the same series with at least one at the Criminal Investigator II, or at a comparable conceptual level in the Compliance Investigator series.

CLASS SERIES DESCRIPTION (Cont'd.)

CRIMINAL INVESTIGATOR

July 1, 2005

ENTRANCE REQUIREMENTS

Minimum entry requirements and general competencies for classes in this series are contained in the State of Colorado Department of Personnel & Administration web site.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES HISTORY

Effective 7/1/05 (TLE). Date and statute citation updated. Published as proposed 10/25/04.

Effective 7/1/02 (DLF). EPS Consolidation Study. Added peace officer authority statement to description of occupational work. Assistant Chief, Wildlife Law Enforcement class converted into the Criminal Investigator II class. Published as proposed 5/8/02.

Revised 8/1/94 (KKF). Adjustment to factors due to class placement results.

Revised 9/1/93 (KKF). Job Evaluation System Revision project. Published as proposed 5/10/93.

Revised 1/1/92. Changed grade for Inspector CBI Agent (A7367).

Revised 7/1/90. Changed class codes, class titles, grades for Investigator I-III (A7150-A7155). Created Investigator IV (A7157).

Revised 7/1/89. Changed grade for Agent-in-Charge (A7366).

Revised 10/1/87. Changed entrance requirements for Criminal Financial Investigator Auditor (A7350), CBI Field Agent I-II (A7351-7352, A7365), Lab Agent/Criminalist (A7358-A7359). Changed class title, options, and entrance requirements for Agent-in-Charge (A7366). Changed class title and entrance requirements for Inspector CBI Agent (A7367).

Revised 7/1/87. Changed class title and grade for Investigator I (A7150-A7151), grade and relationship for Investigator II and III (A7153-55), relationship for Criminal Financial Investigator Auditor (A7350), grade for CBI Field Agent I (A7351-A7352).

Created 1/1/84. CBI Field Agent I (A7351-A7352). Changed relationship and grade for Lab Agent/Criminalist I (A7358-A7359). Changed class title and entrance requirements for CBI Field Agent II (A7365). Changed entrance requirements for Agent-in-Charge (A7366). Changed options and entrance requirements for Inspector CBI Agent (A7367).

Revised 7/1/82. Changed class title, entrance requirements, options to Investigator I and III (A7150-A7151, A7155).

Revised 10/1/81. Changed title for Criminal Financial Investigator Auditor (A7350).

CLASS SERIES DESCRIPTION (Cont'd.)

CRIMINAL INVESTIGATOR

July 1, 2005

Revised 2/1/81. Changed options of Investigator II (A7153).

Revised 7/1/80. Changed options and entrance requirements for Investigator II (A7153).

Revised 7/1/79. Changed class title and entrance requirements for Lab Agent/Criminalist I (7358-A7359).

Created 12/1/78. Lab Agent/Criminalist I (A7358-A7359).

Created 8/1/78. Investigator II (A7153).

Created 7/1/79. Criminal Financial Investigator Auditor (A7350). Changed entrance requirements for Agent-in-Charge (A7366) and Inspector CBI Agent (A7367).

Revised 12/1/78. Changed class title and entrance requirements for CBI Field Agent II (A7365) and Agent-in-Charge (A7366).

Created 7/1/78. Investigator I (A7150-A7151) and Investigator III (A7155).

Created 12/1/77. Agent-in-Charge (A7366).

Revised 11/1/76. Changed entrance requirements for Inspector CBI Agent (A7367).

Revised 2/1/76. Changed entrance requirements for CBI Field Agent II (A7365).

Created 1/1/75. CBI Field Agent II (A7365) and Inspector CBI Agent (A7367).

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Criminal Investigator Intern	na	na	na	na
Criminal Investigator I	Operational	Patterned	Detect, Advise, Clarify, or Restrain	Indiv. Contributor
Criminal Investigator II	Process	Patterned	Detect, Advise, Clarify, or Restrain	Team Leader* , Work Leader, Staff Authority, or Unit Supervisor
Criminal Investigator III	Process	Formulative	Detect, Advise, or Clarify	Unit Supervisor or Manager
Criminal Investigator IV	Interpretive	Strategic	Clarify or Negotiate	Manager or Unit Supervisor

*For definition of a Team Leader, see Line/Staff Authority in the description.

ISSUING AUTHORITY: Colorado Department of Personnel & Administration



STATE OF COLORADO

CLASS SERIES DESCRIPTION

July 1, 2005

COMMUNITY PAROLE OFFICER

A3C1TX TO A3C4XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series includes six levels in the Enforcement and Protective Services occupational group and describes community corrections and parole work in transitioning adult and/or youth offenders, parolees, and/or chronic mentally ill or impaired (CMI) from the institutional setting back into the community. The first three levels are broadbanded into a single class.

The work ranges from the entry level case management and offender supervision up through supervisory and management levels involved with implementing programs to accomplish community corrections and parole system objectives. The work primarily deals with community-based services in the areas of education, employment, vocational training, finances, public assistance, and social and personal behaviors or actions to insure supervisory requirements are maintained. Positions perform a variety of law enforcement activities including investigations, monitoring activities, testifying in court and at hearings and before various boards, and making arrests. Positions perform case management functions, collect information, write offender case evaluations and reports, and make decisions on filing offender violation charges, and approving offender release plans. The work includes counseling offenders on behaviors, attitudes, actions, employment, residence, and treatment. Work is guided by standards set by the American Corrections Association (ACA).

Positions in this series have peace officer authority, designated by statute and department directives, to enforce laws and physically detain or arrest others and use deadly force. Basic peace officer definitions are found in C.R.S. 16-2.5-136, with specific authorities found in agency supporting statutes and shall require P.O.S.T. Board certification.

INDEX: The Community Parole Officer begins on page 2, the Community Parole Team Leader begins on page 3, the Community Parole Supervisor begins on page 5, and the Community Parole Manager begins on page 7.

CLASS SERIES DESCRIPTION (Cont'd)
COMMUNITY PAROLE OFFICER
July 1, 2005

COMMUNITY PAROLE OFFICER

A3C1TX

CONCEPT OF CLASS

This class describes three levels from the entry through the fully operational level community parole officer in a broad class concept. The work is initially designed to train positions for a higher level work assignment within this class. Positions carry out established work assignments under the guidance of officers, team leaders, and supervisors.

At the fully operational assignment level, positions are assigned a caseload of offenders to oversee their transition from incarceration to successful community living. Positions monitor offenders status to ensure program compliance and that their supervisory requirements are met. Positions work with local agencies, providers, and employers in placing or referring offenders to appropriate community based programs. Positions prepare reports and offender assessments, counsel offenders, and make recommendations on changes in conditions of community placement. Positions also arrest offenders when necessary, conduct investigations (technical to criminal), file charges, and testify in court or administrative hearings. Positions may also serve as hearing officers in administrative hearings. Positions participate in ongoing training and routinely staff cases with supervisors and team leaders.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. For example, positions decide the best way to monitor offenders' activities under varying types of contacts. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices. For example, positions decide the appropriate follow-up action when offenders deviate from the conditions of their supervision. Remedial action may range from increasing the frequency of reporting up to arresting violators with supervisory approval (ACA).

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study case information to determine what it means and how it fits together in order to get practical solutions in the form of plans on solving offender problems. Guidelines in the form of agency and ACA case management standards exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation. As an example, positions choose from alternative monitoring and investigative methods.

CLASS SERIES DESCRIPTION (Cont'd)

COMMUNITY PAROLE OFFICER

July 1, 2005

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose most of the following:

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions and behaviors. As an example, positions advise parole boards on decisions they make.

Physically restraining and arresting citizens as peace officers enforcing the law. These positions meet the criteria for the Enforcement and Protective Services occupational group. Positions arrest, or cause to be arrested, violators.

Defending, arguing, or justifying an agency's position in formal hearings or court where the position is an official representative of one party. For example, officers testify in formal parole board hearings as to the basis and justification for revoking parole.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team.

COMMUNITY PAROLE TEAM LEADER

A3C2XX

CONCEPT OF CLASS

This class describes the work or team leader. In addition to carrying a reduced caseload as described in the Community Parole Officer class, positions in this level train, guide, and evaluate lower-level officers' work. The work may include responsibility over offenders under the intensive supervision, fugitive investigation/apprehension, risk assessment management, or other programs.

Additionally, some positions perform work as formal hearings officers in presiding over administrative hearings. These hearings consist of the offender, his representative, the officer handling the case, and a hearing officer who decides the disposition of the case. Some positions in this class may serve as members of community corrections boards.

This class differs from the Community Parole Officer class in the Line/Staff Authority factor and may differ on the Purpose of Contact factor.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to

CLASS SERIES DESCRIPTION (Cont'd)

COMMUNITY PAROLE OFFICER

July 1, 2005

carry out the process. This includes determining the reporting options for offenders. For example, positions decide the appropriate monitoring process used to train new officers. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices. For example, positions make decisions on employment and treatment plans.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of counseling theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, legal precedent, or non-specific practices exist; they are inadequate so they are relevant only through approximation or analogy. As an example, positions conduct each case with different plans due to differing conditions and unforeseen problems with each offender. As existing practices may be inadequate, the positions draw upon previous, analogous cases to tailor the guidelines. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies such as severe violations. As an example, positions tailor intensive supervision plans to account for residency in a remote area without normal monitoring equipment.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of some of the following:

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions and behaviors. As an example, positions advise parole boards on decisions they make.

Physically restraining and arresting citizens as peace officers enforcing the law. These positions meet the criteria for the Enforcement and Protective Services occupational group. Positions arrest, or cause to be arrested, parole violators.

Negotiating as an official representative of one party in order to obtain support or cooperation where there is no formal rule or law to fall back on in requiring such action or change from the other party. Such negotiation has fiscal or programmatic impact on an agency. In reaching settlements or compromises, the position does not have a rule or regulation to enforce but is accountable for the function. As an example, team leaders may negotiate with other jurisdictions on agreements to monitor or assist the violators, which have fiscal impact on community parole operations.

Defending, arguing, or justifying an agency's position in formal hearings or court where the position is an official representative of one party. Positions defend the agency's position on parole revocations in formal hearings.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a work leader. The work leader is partially accountable for the work product

CLASS SERIES DESCRIPTION (Cont'd)

COMMUNITY PAROLE OFFICER

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of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and workflow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including tracking leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

COMMUNITY PAROLE SUPERVISOR

A3C3XX

CONCEPT OF CLASS

This class describes the first supervisory level of community parole work. Positions in this level supervise units responsible for community parole activities. Such positions assign cases to officers; monitor case management actions; resolve problems and differences of opinion on the more difficult, critical cases requiring modifications of procedures; coordinate inter-unit transfers or cooperative efforts; and, evaluate programs' effectiveness. Positions in this also level oversee units responsible for community corrections program activities. Such positions monitor community corrections management actions; resolve problems and differences of opinion on the more difficult, critical issues between correctional, judicial, and communities requiring modifications of programs or guidelines; coordinate multi-agency cooperative efforts; and evaluate offender programs' effectiveness. This class differs from the Community Parole Team Leader class in the Decision Making and Line/Staff Authority factors and may differ in the Purpose of Contact factor.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional ACA standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of parole operations. The general pattern, program, or system exists but must be individualized. As an example, positions decide the process to use in resolving cases that are not covered by the interstate compact. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. For example, unit supervisors may establish internal audit processes to insure lower level officers are following contract management and case management principles. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

CLASS SERIES DESCRIPTION (Cont'd)

COMMUNITY PAROLE OFFICER

July 1, 2005

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of counseling theories, parole management concepts, and parolee supervision principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. As an example, unit supervisors may tailor the unit's plans for differing levels of the parolee intensive supervision program. While general parole policy, precedent, or non-specific practices exist; they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies. As an example, positions may analyze the effectiveness of case management processes based on recidivism rates and adjust monitoring and counseling guidelines to fit categories of community based programs.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of any of the following:

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions and behaviors. As an example, positions advise parole boards and judicial agencies on actions they need to take to preclude further recidivism problems.

Physically restraining and arresting citizens as peace officers enforcing the law. These positions meet the criteria for the Enforcement and Protective Services occupational group. Although positions at this level may arrest others infrequently, they have continuing authority for such actions.

Negotiating as an official representative of one party in order to obtain support or cooperation where there is no formal rule or law to fall back on in requiring such action or change from the other party. Such negotiation has fiscal or programmatic impact on an agency. In reaching settlements or compromises, the position does not have a rule or regulation to enforce but is accountable for the function. As an example, unit supervisors may negotiate with other states on agreements to transport their parole violators, which have fiscal impact on division operations.

Defending, arguing, or justifying an agency's position in formal hearings or court where the position is an official representative of one party. As an example, positions frequently justify community corrections programs' effectiveness at hearings or justify parole supervision programs' effectiveness before the Parole Board.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor or staff authority. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

CLASS SERIES DESCRIPTION (Cont'd)

COMMUNITY PAROLE OFFICER

July 1, 2005

OR

The staff authority is a pacesetter who has a unique level of technical expertise in a field or profession that, as part of the assignment, is critical to the success of an agency. It is an essential component of the work assignment that has been delegated by management to the position. This authority directly influences management decisions within an agency. For example, management relies on such a position when making decisions regarding the direction that policy or a program should take in the staff authority's field of expertise. Managers and peers recognize and seek this level of technical guidance and direction regarding the application of a program or system within the agency or to its clients. Examples might include the ACA standards coordinator position that advises the agency regarding standards and regulations to adopt that are within national guidelines, or the SORIS coordinator position that advises the agency on statutes, standards, and regulations concerning sex offender supervision or the required intensive supervision coordinator.

COMMUNITY PAROLE MANAGER

A3C4XX

CONCEPT OF CLASS

This class describes the second supervisory level. Positions in this level direct multiple units through unit supervisors for portions of the state's parole and community corrections functions. Positions at this level differ from the Community Parole Supervisor class in the factors of Decision Making, Complexity, and in Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the interpretive level, as described here. Within limits of the strategic master plan and allocated human and fiscal resources, choices involve determining regional tactical plans to achieve the objectives established by the higher management (strategic) level. This involves establishing what program processes will be done, developing the regional budget, and developing the units' staffing patterns in order to deploy staff. This level includes inventing and changing systems and guidelines that will be applied by others statewide. For example, positions may change case management processes based on changes in sentencing statutes. By nature, this is the first level where positions are not bound by processes and operations in their own programs as a framework for decision making and there are novel or unique situations that cause uncertainties that must be addressed at this level. Through deliberate analysis and experience with these unique situations, the manager or expert determines the systems, guidelines, and programs for the future. For example, positions may decide the extent or use of the intensive supervision program in managing offenders.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of counseling theories, offender management concepts, and supervision principles in order to tailor them to develop a different

CLASS SERIES DESCRIPTION (Cont'd)

COMMUNITY PAROLE OFFICER

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approach or tactical plan to fit specific circumstances. As an example, unit managers may tailor the unit's plans for differing levels of the intensive supervision program. While general policy, precedent, or non-specific practices exist; they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies. As an example, within their regions, positions may analyze the effectiveness of parole and community programs and the associated guidelines for officers' work with sensitivity to local community issues, and public safety and local community corrections boards' objectives.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of the following:

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions and behaviors. As an example, positions advise community corrections and parole boards and judicial agencies on actions they need to take to preclude further recidivism problems.

Physically restraining and arresting citizens as peace officers enforcing the law. These positions meet the criteria for the Enforcement and Protective Services occupational group. Although positions at this level may arrest others infrequently, they have continuing authority for such actions.

Negotiating as an official representative of one party in order to obtain support or cooperation where there is no formal rule or law to fall back on in requiring such action or change from the other party. Such negotiation has fiscal or programmatic impact on an agency. In reaching settlements or compromises, the position does not have a rule or regulation to enforce but is accountable for the function. As an example, positions in this class negotiate with district courts on interpretations and parole guidelines appropriate to both. This has fiscal and programmatic impact on the agency.

Defending, arguing, or justifying an agency's position in formal hearings or court where the position is an official representative of one party. Positions may argue the agency position at formal hearings on a parole board's focus or program priorities that need adjustment.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a manager or senior authority. The manager must be accountable for multiple units through the direct supervision of at least two subordinate Unit Supervisors; and, have signature authority for actions and decisions that directly impact pay, status, and tenure. Elements of formal supervision must include issuing corrective actions and initiating disciplinary actions, second level signature on performance plans and appraisals, resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

OR

CLASS SERIES DESCRIPTION (Cont'd)

COMMUNITY PAROLE OFFICER

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The senior authority is a pacesetter that has a unique level of technical expertise in a field or profession that, as part of the assignment, is critical to the success of an agency. It is an essential component of the work assignment that has been delegated by management to the position. This authority directly influences management decisions beyond the agency. Managers and peers seek this level of technical guidance and direction as the designer of a statewide system or in a subject area for other areas of state government. Managers and peers, both internally and externally to the agency, rely on this pacesetter when making decisions regarding the direction that policy, programs, and systems should take in the pacesetter's field of expertise.

DEFINITIONS

Case management: responsible for monitoring, evaluating, counseling, and controlling the activities of offenders by observation, telephone contacts, or interviewing others to insure offenders conform the limits of their community placement conditions.

CMI: chronically mentally ill; offenders diagnosis with chronic mental illness requiring special supervision.

Community programs/corrections: as used in this class description, work related to liaison and oversight of local community programs oriented to case management of offenders under the Colorado Code of Penal Discipline. Local community boards contract for services (known as half-way houses) to monitor and supervise offenders selected for participation in the community-based programs.

Intensive supervision program: program established by statute that provides a higher level of supervision and monitoring of high-risk parolees or inmates transitioning into the community.

Interstate Compact: formal agreements between states providing guidance on responsibilities of handling inter-state movements or monitoring of offenders, offenders, and those on probation.

Parole: the conditional release from incarceration of an offender before the expiration of his/her sentence granted by the State Parole Board in which the offender is subject to the supervision of a state parole officer.

Risk assessment management (RAM): specialized program designed for more effective supervision of high-risk offenders, primarily sex offenders, CMIs, or arsonists.

Youth Offender Service (YOS): special program created for youth felons who have been convicted of Class two through six felonies involving the use, of threat of use of a deadly weapon; and habitual juvenile offenders who have committed a felony that is filed in district court.

CLASS SERIES DESCRIPTION (Cont'd)

COMMUNITY PAROLE OFFICER

July 1, 2005

ENTRANCE REQUIREMENTS

Minimum entry requirements and general competencies for classes in this series are contained in the State of Colorado Department of Personnel & Administration web site.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES HISTORY

Effective 7/1/05 (TLE). Date and statute citation updated. Published as proposed 10/25/04.

Effective 7/1/02 (DLF). EPS Consolidation Study. Consolidated Community Programs Specialist class series (A3A1-6) and Parole Officer class series (A3B1-6) into the Community Parole Officer series (A1C3-4). Broadbanded the previous Intern, I, and II classes into a single class and pay grade. Published as proposed 5/8/02.

Revised 9/1/93 (DLF). Separated Community Correction type of work into new class series, Community Programs Specialist. Job Evaluation System Revision project. Published 6/1/93.

Revised 7/1/91. Changed pay differential, Community Corrections Specialist (A8740-42).

Revised 7/1/87. Changed examples of work and entrance requirements (A8740-48).

Revised 7/1/81. Changed class codes, titles, relationships, entrance requirements (A8740-48).

Revised 3/1/78. Changed entrance requirements (A8740-48).

Revised 2/1/77. Changed title, Community Corrections Supervisor III (A8748).

Created 1/1/75.

CLASS SERIES DESCRIPTION (Cont'd)
COMMUNITY PAROLE OFFICER
July 1, 2005

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Community Parole Officer	Operational	Patterned	Advise, Restrain or Defend	Indiv. Contributor
Community Parole Team Leader	Operational	Formulative	Advise, Restrain, Negotiate, or Defend	Work Leader
Community Parole Supervisor	Process	Formulative	Advise, Restrain, Negotiate, or Defend	Unit Supervisor or Staff Authority
Community Parole Manager	Interpretive	Formulative	Advise, Restrain, Negotiate, and Defend	Manager Senior Authority

ISSUING AUTHORITY: Colorado Department of Personnel & Administration



STATE OF COLORADO

CLASS SERIES DESCRIPTION

July 1, 2005

STATE PATROL

A4A1IX TO A4A7XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses six levels in the Enforcement and Protective Services Occupational Group and describes law enforcement work in the Colorado State Patrol. The purpose of this occupation is to enforce the law to protect persons and property; detect and prevent criminal activity; and maintain order. Basic peace officer definitions are found in C.R.S. 16-2.5-114, with specific authorities found in their agency supporting statutes or delegations made by the executive director and shall require P.O.S.T. Board certification. The agency may designate classes with paramilitary rank, such as Sergeant, Captain, Major, etc.

The work involves enforcing laws and regulations; exercising powers of custody and arrest; restraining citizens suspected of unlawful behavior; detecting criminal activity; investigating complaints, incidents, and accidents; interviewing witnesses; gathering evidence; responding to emergencies and requests for assistance; providing traffic and crowd control; writing appropriate citations and reports; participating in special enforcement, inspection, or regulatory actions or investigations; and testifying in court proceedings. The work may involve conducting safety or crime prevention training; providing first aid; or providing security escort service.

INDEX: Patrol Intern begins on this page, Patrol Trooper begins on page 2, Patrol Trooper III begins on page 4, Patrol Supervisor begins on page 5, Patrol Administrator I begins on page 6, and Patrol Administrator II begins on page 8.

STATE PATROL INTERN

A4A1IX

CONCEPT OF CLASS

This class describes the intern or cadet level. Positions in this level receive classroom and field training designed to familiarize them with the duties of a trooper. Under the supervision of instructors, positions participate in formal classroom training and instruction in law enforcement methods and procedures,

CLASS SERIES DESCRIPTION (Cont'd.)
STATE PATROL
July 1, 2005

weapons use, traffic direction and control, accident investigative techniques, first aid and rescue operations, and agency administrative and work processes.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the defined level, as described here. Within limits prescribed by the operation, choices involve selecting alternatives that affect the manner and speed with which tasks are carried out. These choices do not affect the standards or results of the operation itself because there is typically only one correct way to carry out the operation. These alternatives include independent choice of things as priority and personal preference for organizing and processing the work, proper tools or equipment, speed, and appropriate steps in the operation to apply. By nature, the data needed to make decisions can be many but are clear and understandable so logic is needed to apply the prescribed alternative. Positions can be taught what to do to carry out assignments and any deviation in the manner in which the work is performed does not change the results of the operation. For example, in training exercises, there is typically only one correct response or action, and decisions are limited to speed and priority.

Complexity -- The nature of, and need for, analysis and judgment is prescribed, as described here. Positions apply established, standard guidelines, which cover work situations and alternatives. Action taken is based on learned, specific guidelines that permit little deviation or change as the task is repeated. Any alternatives to choose from are clearly right or wrong at each step. As an example, training instructions, reference manuals, and instructor guidance clearly limit choices.

Purpose of Contact -- Regular work contacts with others, outside the supervisory chain and whatever the method of communication, are for the purpose of exchanging or collecting information with contacts. This involves giving learned information that is readily understandable by the recipient or collecting information to solve factual problems, errors, or complaints. For example, contacts are limited to giving responses learned in the training.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor.

STATE PATROL TROOPER

A4A3TX

CONCEPT OF CLASS

This class describes the fully-operational trooper. Positions in this level have primary responsibility for enforcing motor vehicle and criminal laws by patrol work that includes traffic control, investigating accidents, helping motorists with emergencies or mechanical breakdowns, and some crime prevention. Some positions in this class may perform special law enforcement assignments in such areas as hazardous materials route enforcement, interstate commercial transportation enforcement, and special

CLASS SERIES DESCRIPTION (Cont'd.)
STATE PATROL
July 1, 2005

security or escort duties. This class differs from the Patrol Intern class in the Decision Making, Complexity, and Purpose of Contact factors.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. For example, positions decide appropriate means to detect commercial shipments of hazardous materials. By nature, data needed to make decisions are many and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices. As an example, positions decide how and what areas to patrol in their assigned sectors based on weather, incident frequency, or accident reduction objectives.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study accident or crime information to determine what it means and how it fits together to get practical solutions in the form of accident causes or to establish evidence. As an example, positions analyze traffic accident scenes to judge contributing causes or fault. Guidelines in the form of statutes, regulations, procedures, or legal precedents exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involve choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation. For example, positions choose the appropriate citation based on the existing choices.

Purpose of Contact -- Regular work contacts with others, outside the supervisory chain and despite the method of communication, are for the purpose of physically restraining and arresting citizens as peace officers enforcing the law. These positions meet the criteria for the Enforcement and Protective Services occupational group. For example, positions arrest citizens when violations dictate such action.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

CLASS SERIES DESCRIPTION (Cont'd.)
STATE PATROL
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STATE PATROL TROOPER III

A4A4XX

CONCEPT OF CLASS

This class describes the patrol officer in a work leader role. Positions in this level perform enforcement work in a recognized specialty area characterized by lead work over others. This class differs from the Patrol Trooper class in the Line/Staff Authority factor only.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. For example, positions decide appropriate means to detect commercial shipments of hazardous materials. By nature, data needed to make decisions are many and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices. As an example, positions decide how and what areas to patrol in their assigned sectors based on weather, incident frequency, or accident reduction objectives.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study accident or crime information to determine what it means and how it fits together to get practical solutions in the form of accident causes or to establish evidence. As an example, positions analyze traffic accident scenes to judge contributing causes or fault. Guidelines in the form of statutes, regulations, procedures, or legal precedents exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involve choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation. For example, positions choose the appropriate security coverage based on the existing choices.

Purpose of Contact -- Regular work contacts with others, outside the supervisory chain and despite the method of communication, are for the purpose of physically restraining and arresting citizens as peace officers enforcing the law. These positions meet the criteria for the Enforcement and Protective Services occupational group. For example, positions arrest citizens when violations dictate such action.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a work leader or staff authority. The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and work flow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

CLASS SERIES DESCRIPTION (Cont'd.)
STATE PATROL
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OR

The staff authority is a pacesetter who has a unique level of technical expertise in a field or profession that, as part of the assignment, is critical to the success of an agency. It is an essential component of the work assignment that is delegated by management to the position. This authority directly influences management decisions within an agency. For example, management relies on such a position when making decisions regarding the direction that policy or a program should take in the staff authority's field of expertise. Managers and peers recognize and seek this level of technical guidance and direction regarding the application of a program or system within the agency or to its clients.

STATE PATROL SUPERVISOR

A4A5XX

CONCEPT OF CLASS

This class describes the first supervisory level. In addition to work described in lower classes, positions in this level supervise the work of three or more full time equivalent (FTE) positions. Supervisory duties include decisions that affect the pay, status, or tenure of others. This class differs from the Patrol Trooper II and III classes in the Decision Making and Line/Staff Authority factors.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. For example, positions decide the type of patrol activity to schedule, the coverage and man-hour allocations by activity, and the back-up support needed. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents to determine their relationship to the problem. For example, positions analyze traffic accident prevention models in relation to unusual accident rates for a particular area and decide the most effective means of reducing accidents. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study accident or crime information to determine what it means and how it fits together in order to get practical solutions in the form of accident causes or to establish evidence. As an example, positions analyze traffic accident scenes to judge contributing causes or fault. Guidelines in the form of statutes, regulations, procedures, or legal precedents exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involve choosing from alternatives where all are correct but one is better than another depending on the given

CLASS SERIES DESCRIPTION (Cont'd.)
STATE PATROL
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circumstances of the situation. For example, positions choose the appropriate enforcement plan based on the alternatives.

Purpose of Contact -- Regular work contacts with others, outside the supervisory chain and despite the method of communication, are for the purpose of physically restraining and arresting citizens as peace officers enforcing the law. These positions meet the criteria for the Enforcement and Protective Services occupational group. For example, positions arrest citizens when violations dictate such action.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor or senior authority. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. At least one subordinate position must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

OR

The senior authority is a pacesetter who has a unique level of technical expertise in a field or profession that, as part of the assignment, is critical to the success of an agency. It is an essential component of the work assignment that is delegated by management to the position. This authority directly influences management decisions beyond the agency. Managers and peers seek this level of technical guidance and direction as the designer of a statewide system or in a subject area for other areas of state government. Managers and peers, both internally and externally to the agency, rely on this pacesetter when making decisions regarding the direction that policy, programs, and systems should take in the pacesetter's field of expertise.

STATE PATROL ADMINISTRATOR I

A4A6XX

CONCEPT OF CLASS

This class describes the second supervisory level. Positions in this level supervise two or more subordinate supervisors and have responsibility for a designated unit (troop or staff). This responsibility includes oversight of two or more sections of troopers and entails such things as planning, scheduling, and evaluating operations. In addition to evaluating and controlling law enforcement patrol activities, positions in this class may have duties relating to oversight of facilities, communications, maintenance, and equipment. This class differs from the Patrol Supervisor class on the Complexity, Purpose of Contact, and Line/Staff Authority factors.

CLASS SERIES DESCRIPTION (Cont'd.)
STATE PATROL
July 1, 2005

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. As an example, positions establish processes for interagency cooperation on joint enforcement efforts. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents to determine their relationship to the problem. For example, positions decide which law enforcement principle applies to special events such as road races or a special drug enforcement program. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of law enforcement theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. For example, as on-scene commander, positions evaluate the importance of investigative principles versus removal of persons with injuries or casualties at large scale accidents. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. Together with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies. For example, positions tailor existing guidelines to deal with emergencies such as back up communications plans when the primary centers are destroyed by catastrophic weather.

Purpose of Contact -- Regular work contacts with others, outside the supervisory chain and despite the method of communication, are for the purpose of negotiating as an official representative of one party to obtain support or cooperation where there is no formal rule or law to fall back on in requiring such action or change from the other party. Such negotiation has fiscal or programmatic impact on an agency. In reaching settlements or compromises, the position does not have a rule or regulation to enforce but is accountable for the function. As an example, positions negotiate highway jurisdictional agreements with local law enforcement authorities that has impact on the fiscal resources of the unit.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a manager or leading authority. The manager must be accountable for multiple units through the direct supervision of at least two subordinate Unit Supervisors; and, have signature authority for actions and decisions that directly impact pay, status, and tenure. Elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, second-level signature on performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

CLASS SERIES DESCRIPTION (Cont'd.)
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OR

The leading authority is a pacesetter who has a rare level of technical expertise in a field or profession that, as part of the assignment, is critical to the success of an agency. It is an essential component of the work assignment that is delegated by management to the position. This authority directly influences management decisions and peers in the profession outside state government. Managers and peers beyond state government recognize and seek this level of technical guidance and direction because of the recognized expertise in a subject area. For example, program managers and colleagues in other states rely on this regional or national pacesetter when making decisions regarding the direction of their policy, programs, and systems in the pacesetter's field of expertise. This reliance on, and delegation of, primary responsibility for influencing management direction, including representing the state regionally or nationally, separates this level of staff authority from all others.

STATE PATROL ADMINISTRATOR II

A4A7XX

CONCEPT OF CLASS

This class describes the third-level supervisor. Positions in this level have supervisory and administrative responsibilities directing a field district or staff branch. The work includes planning and evaluating patrol operations, interpreting patrol policies, and resolving inter-agency jurisdictional issues and problems. Positions at this level work inter-district projects and issues and are responsible for communications to and from headquarters. Those positions in a staff branch work on agency-wide projects, issues, and objectives to support field operations. This class differs from the Patrol Administrator I class in the Decision Making, Complexity, and Line/Staff Authority factors.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the interpretive level, as described here. Within limits of the strategic master plan and allocated human and fiscal resources, choices involve determining tactical plans to achieve the objectives established by the higher management (strategic) level. This involves establishing what processes will be done, developing the budget, and developing the staffing patterns and work units to deploy staff. As an example, positions decide budget requests and work units for their district. This level includes inventing and changing systems and guidelines that will be applied by others statewide. By nature, this is the first level where positions are not bound by processes and operations in their own programs as a framework for decision making and there are novel or unique situations that cause uncertainties that must be addressed at this level. Through deliberate analysis and experience with these unique situations, the manager or expert determines the systems, guidelines, and programs for the future. As an example, a staff branch position decides the tactical plans for implementing a change in emphasis on law enforcement, such as new computerized processes of analyzing traffic accidents to determine causes.

Complexity -- The nature of, and need for, analysis and judgment is strategic, as described here. Positions develop guidelines to implement a program that maintains the agency's mission. Guidelines

CLASS SERIES DESCRIPTION (Cont'd.)
STATE PATROL
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do not exist for most situations. For example, positions develop agency law enforcement programs for such things as enforcing commercial trucking regulations with other agencies. In directive situations, positions use judgment and resourcefulness to interpret circumstances in a variety of situations and establish guidelines that direct how a departmental/agency program will be implemented. For example, district commanders interpret their unique district problems to set up special law enforcement actions, such as temporary site activations for commercial trucking inspections and enforcement.

Purpose of Contact -- Regular work contacts with others, outside the supervisory chain and despite the method of communication, are for the purpose of negotiating as an official representative of one party to obtain support or cooperation where there is no formal rule or law to fall back on in requiring such action or change from the other party. Such negotiation has fiscal or programmatic impact on an agency. In reaching settlements or compromises, the position does not have a rule or regulation to enforce but is accountable for the function. As an example, positions negotiate with local law enforcement jurisdictions to share communications sites, thereby sharing costs.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a third-level supervisor. The third-level supervisor must be accountable for multiple units through the direct supervision of at least two subordinate second-level supervisors; and, have signature authority for actions and decisions that directly impact pay, status, and tenure. Elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, second level signature on performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general competencies for classes in this series are contained in the State of Colorado Department of Personnel web site.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES HISTORY

Effective 7/1/05 (TLE). Date and statute citation updated. Published as proposed 10/25/04.

Effective 7/1/00 (DLF). Change grade on Patrol Intern (A4A1), abolish Patrol Trooper I (A4A2TX), change title and class code of Trooper II (A4A3XX) to Patrol Trooper (A4A3TX) class. Published as proposed 12/1/99.

Effective 9/1/93 (DLF). Job Evaluation System Revision project. Published as proposed 5/24/93.

Revised 10/1/87. Nature of work and entrance requirements (A7340-62).

Revised 7/1/79. Title and nature of work (A7361 and A7362).

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Revised 1/1/79. Examples of work and entrance requirements (A7343 - A7348).

Created 10/1/76. State Patrol Cadet A7340.

Created 1/1/75. Trooper A through Patrol Captain (A7343-62).

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
State Patrol Intern	Defined	Prescribed	Exchange	Indiv. Contributor
State Patrol Trooper	Operational	Patterned	Restrain	Indiv. Contributor
State Patrol Trooper III	Operational	Patterned	Restrain	Work Leader or Staff Authority
State Patrol Supervisor	Process	Patterned	Restrain	Unit Supervisor or Senior Authority
State Patrol Administrator I	Process	Formulative	Negotiate	Manager or Leading Authority
State Patrol Administrator II	Interpretive	Strategic	Negotiate	Senior Manager

ISSUING AUTHORITY: Colorado Department of Personnel & Administration



STATE OF COLORADO

CLASS SERIES DESCRIPTION

July 1, 2005

POLICE OFFICER

A4B1IX TO A4B6XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses six levels in the Enforcement and Protective Services Group and describes law enforcement work in a state agency. The purpose of this occupation is to enforce the law in order to protect persons and property; prevent, detect, and solve crimes; and maintain order. By statute, positions are commissioned as peace officers. Basic peace officer definitions are found in C.R.S. 16-2.5-105, 16-2.5-120, and 16-2.5-139 with specific authorities for individual agencies or departments found in their supporting statutes or delegations made by executive directors, presidents, or governing boards and shall require P.O.S.T. Board certification. Some agencies may designate positions with paramilitary titles, such as Sergeant, Lieutenant, Captain, etc.

By agreement with local police jurisdictions, the work involves the following: enforcing the laws and regulations; exercising powers of custody and arrest; restraining citizens suspected of unlawful behavior; detecting criminal activity; investigating complaints and incidents; interviewing witnesses; gathering evidence; responding to emergencies and requests for assistance; providing traffic and crowd control; writing appropriate reports and citations; preparing cases for prosecution by the district attorney by executing warrants; and testifying in court proceedings. The work may involve conducting safety training; providing first aid; and providing security escort service. Some positions may perform work in police programs such as crime prevention, community relations, or drug awareness.

INDEX: Police Officer Intern and Police Officer I begin on page 2, Police Officer II begins on page 3, Police Officer III begins on page 4, the Police Administrator I begins on page 6, and the Police Administrator II begins on page 8.

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POLICE OFFICER INTERN

A4B1IX

CONCEPT OF CLASS

This class describes the entry level. Work is designed to train positions for a higher level in the class series. Although tasks are similar to those of the fully-operational level, assignments are structured and performed with direction and assistance from others. Positions carry out established work processes and operations by learning to apply and follow procedures, techniques, rules, and regulations. Once training has been completed, the position is to be moved to the next level. Positions should not remain in this class indefinitely.

POLICE OFFICER I

A4B2TX

CONCEPT OF CLASS

This class describes the fully-operational police officer. Positions in this level conduct vehicle or foot patrol to detect criminal activity, respond to communication orders, investigate and gather evidence at the scene, request assistance or emergency aid, establish and maintain control of situations, direct and control crowds and traffic, issue citations or warrants, restrain and take persons into custody, prepare reports and records, and follow-up on incidents or suspected activities. Positions prepare evidence and reports for prosecution and testify in court as witnesses. Positions may give community service presentations on safety and crime prevention or detection methods or programs.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the defined level, as described here. Within limits prescribed by the operation, choices involve selecting alternatives that affect the manner and speed with which tasks are carried out. These choices do not affect the standards or results of the operation itself because there is typically only one correct way to carry out the operation. These alternatives include independent choice of such things as priority and personal preference for organizing and processing the work, proper tools or equipment, speed, and appropriate steps in the operation to apply. As an example, positions decide how to organize and prepare their logs and reports. By nature, the data needed to make decisions can be numerous but are clear and understandable so logic is needed to apply the prescribed alternative. Positions can be taught what to do to carry out assignments and any deviation in the manner in which the work is performed does not change the end result of the operation.

OR

The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the

CLASS SERIES DESCRIPTION (Cont'd.)
POLICE OFFICER
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established process. For example, positions use reasoning to determine alternatives for gathering evidence or the best practical means of maintaining traffic control. Choices are within a range of specified, acceptable standards, alternatives, and technical practices. As an example, positions decide what evidence is material and how suspects will be handled in accordance with department operating policies, procedures, and regulations.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study criminal activity information to determine what it means and how it fits together in order to get practical solutions in the form of an investigation and how to gather evidence. Guidelines in the form of police department rules and procedures exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines which may change for varying circumstances as the task is repeated. As an example, positions judge which type of citation is most appropriate in a variety of circumstances. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation. As an example, positions select the most appropriate crowd control measure based on the position's judgment of crowd hostility or racial overtones.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of physically restraining and arresting citizens as peace officers enforcing the law. These positions meet the criteria for the Enforcement and Protective Services occupational group. As an example, positions take suspects into custody according to authorities granted.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

POLICE OFFICER II

A4B3XX

CONCEPT OF CLASS

This class describes work leader responsibilities. In addition to the work described by the Police Officer I class, positions in this level oversee and direct the work of other police officers. Positions take charge at crime scenes or crowd settings to direct enforcement actions. Positions review investigative work of others to assure evidence standards are met. Some positions review reports and logs for accuracy and completeness. Positions may also train others, either individually or in groups, in specialty topics such as first aid, weapons handling, physical defense, vehicle driving techniques, or other areas. This class differs from the Police Officer I on the Line/Staff Authority factor and possibly in Decision Making.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

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Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. As an example, as shift supervisor, positions decide between multiple competing demands for enforcement support. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices. As an example, positions decide what traffic control measures to use and what crowd control measures to follow when supporting large events.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study evidence and incident, investigation or crime scene information to determine what it means and how it fits together in order to get practical solutions in the form of suspects to build a case. Guidelines in the form of statutes, evidence handling procedures, legal precedents of due process, and investigative techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines which may change for varying circumstances as the task is repeated. As an example, a position judges whether the appropriate evidence is present to satisfy probable cause in order to initiate searches. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of physically restraining and arresting citizens as peace officers enforcing the law. These positions meet the criteria for the Enforcement and Protective Services occupational group. For example, positions subdue and restrain uncooperative prisoners.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a work leader. The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and work flow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

POLICE OFFICER III

A4B4XX

CONCEPT OF CLASS

This class describes the first supervisory level. Positions in this class perform duties similar to those described in the lower classes in this series and have supervisory responsibilities over positions in lower police officer or related security classes. This class also includes those positions with higher level Decision Making and lower level supervisory responsibilities than the typical supervisory position. This

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class differs from the Police Officer II class only in the Line/Staff Authority factor, but may differ in the Decision Making factor.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices. As an example, positions decide coverage of patrols under differing enforcement conditions and decide officer assignments based on competing demands for response.

OR

The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study law enforcement information to determine what it means and how it fits together in order to get practical solutions in the form of tactical deployments for special project operations. Guidelines in the form of police department procedures, agency regulations, and civil and criminal laws exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another

depending on the given circumstances of the situation. As an example, positions decide which regulation or law to use in unusual crimes when charging the perpetrators.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of physically restraining and arresting citizens as peace officers enforcing the law. These positions meet the criteria for the Enforcement and Protective Services occupational group. Positions may serve warrants for the arrest of individuals.

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Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor or as a work leader. NOTE: The work leader concept for this class is only applicable when the Decision Making is evaluated at the Process level.

The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

OR

The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and work flow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours.

POLICE ADMINISTRATOR I

A4B5XX

CONCEPT OF CLASS

This class describes the second supervisory level. In addition to higher levels of decisions and complexity in setting operations or investigative processes, positions in this level supervise at least one Unit Supervisor, as described by the Police Officer III class. This class differs from the Police Officer III class in the Decision Making, Complexity, and Line/Staff Authority factors.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. As an example, positions decide the process for handling formal investigations after the initial crime scene investigation. The general pattern, program, or system exists but must be individualized. As an example, positions decide ongoing operating processes for such things as shift overlaps for increased patrol coverage. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. For example, positions decide whether a particular crime prevention model is effective for decreasing certain types of crimes. New processes or

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POLICE OFFICER
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objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of law enforcement concepts and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. As an example, positions modify department training curricula to mitigate increases in injuries. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies. As an example, as an on-scene commander, positions modify investigative principles to identify suspects.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of at least two of the following:

Detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time. As an example, positions investigate reports of possible criminal acts.

Physically restraining and arresting citizens as peace officers enforcing the law. These positions meet the criteria for the Enforcement and Protective Services occupational group. For example, positions arrest individuals at crime scenes when evidence is sufficient.

Negotiating as an official representative of one party in order to obtain support or cooperation where there is no formal rule or law to fall back on in requiring such action or change from the other party. Such negotiation has fiscal or programmatic impact on an agency. In reaching settlements or compromises, the position does not have a rule or regulation to enforce but is accountable for the function. As an example, positions negotiate with other agencies to obtain support for cooperative traffic projects, such as athletic games which have fiscal impact.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as second-level supervisor or unit supervisor. The second-level supervisor must be accountable for multiple units through the direct supervision of at least two subordinate Unit Supervisors; and, have signature authority for actions and decisions that directly impact pay, status, and tenure. Elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, second-level signature on performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

OR

The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions supervised must be at the Unit Supervisor level. The elements of formal

CLASS SERIES DESCRIPTION (Cont'd.)
POLICE OFFICER
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supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

POLICE ADMINISTRATOR II

A4B6XX

CONCEPT OF CLASS

This class describes the police administrator level. Positions in this level direct and manage a police organization at an agency. Such positions have responsibility for all law enforcement operations at the agency which includes police operations, investigations, training, budget matters, equipment and facilities, etc. Positions plan, coordinate, and evaluate law enforcement activities in cooperation with local jurisdictions, i.e., city police or county sheriff departments. This level differs from the Police Administrator I class on the Decision Making and Complexity factors and possibly on the Line/Staff Authority factor.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the interpretive level, as described here. Within limits of the strategic master plan and allocated human and fiscal resources, choices involve determining tactical plans to achieve the objectives established by the higher management (strategic) level. This involves establishing what processes will be done, developing the budget, and developing the staffing patterns and work units in order to deploy staff. As an example, positions develop the police department's structure and focus, specify staffing patterns, and determine budget needs within the strategic objectives established by agency management. This level includes inventing and changing systems and guidelines that will be applied by others agency-wide. By nature, this is the first level where positions are not bound by processes and operations in their own programs as a framework for decision making and there are novel or unique situations that cause uncertainties that must be addressed at this level. Through deliberate analysis and experience with these unique situations, the manager or expert determines the systems, guidelines, and programs for the future. As an example, in planning for future agency expansion, positions decide staffing and equipment needs for programming budgets.

Complexity -- The nature of, and need for, analysis and judgment is strategic, as described here. Positions develop guidelines to implement a program that maintains the agency's mission. Guidelines do not exist for most situations. In directive situations, positions use judgment and resourcefulness to interpret circumstances in a variety of situations and establish guidelines that direct how a departmental/agency program will be implemented. As an example, positions interpret changing crime activities and establish guidelines to implement new crime prevention programs.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of negotiating as an official representative of one party in order to obtain support or cooperation where there is no formal rule or law to fall back on in

CLASS SERIES DESCRIPTION (Cont'd.)
POLICE OFFICER
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requiring such action or change from the other party. Such negotiation has fiscal or programmatic impact on an agency. In reaching settlements or compromises, the position does not have a rule or regulation to enforce but is accountable for the function. For example, in being accountable for all law enforcement activities for the agency, positions negotiate with local law enforcement agencies to establish cooperative agreements on jurisdictional issues. These have fiscal and programmatic impact on the police department's budget.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a second-level supervisor or as a senior manager. The second-level supervisor must be accountable for multiple units through the direct supervision of at least two subordinate Unit Supervisors (Police Officer IIIs); and, have signature authority for actions and decisions that directly impact pay, status, and tenure. Elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, second-level signature on performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

OR

The senior manager must be accountable for multiple units through the direct supervision of at least two subordinate second-level supervisors (Police Administrator Is or comparable level positions); and, have signature authority for actions and decisions that directly impact pay, status, and tenure. Elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, second-level signature on performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general competencies for classes in this series are contained in the State of Colorado Department of Personnel web site.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES HISTORY

Effective 7/1/05 (TLE). Date and statute citation updated. Published as proposed 10/25/04.

Effective 7/1/04 (TLE). EPS Phase II. Changed pay grades on A4B3 through A4B6.

Effective 7/1/02 (DLF). EPS Study. Changed title for A4B1 from Police Intern to Police Officer Intern. Published as proposed 5/8/02.

Effective 9/1/93 (DLF). Job Evaluation System Revision project. Published as proposed 5/24/93.

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Revised 10/1/87. Changed class codes, titles, relationships, entrance requirements (A7417-30).

Revised 7/1/87. Changed titles and relationships (A7417-30).

Revised 3/1/80. Changed minimum qualifications, entrance requirements (A7417, 18, and 22)

Revised 7/1/82. Changed grade (A7430).

Created 7/1/77. Campus/Institution Police Administrator III (A7430).

Created 1/1/75.

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Police Intern	na	na	na	na
Police Officer I	Defined	Patterned	Restrain	Indiv. Contributor
Police Officer II	Operational	Patterned	Restrain	Work Leader
Police Officer III	Operational or Process	Patterned	Restrain	Unit Supervisor or Work Leader*
Police Administrator I	Process	Formulative	** Detect, Restrain, or Negotiate	Unit Supervisor or Manager
Police Administrator II	Interpretive	Strategic	Negotiate	Manager or Senior Manager

* Work Leader only applicable when Decision Making is Process level.

** Must have 2 or 3.



STATE OF COLORADO

CLASS SERIES DESCRIPTION

July 1, 2005

SAFETY SECURITY OFFICER

A4C1TX AND A4C3XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses two levels in the Enforcement and Protective Services Occupational Group and describes security and limited enforcement work in detecting, preventing, and controlling security incidents at a state agency. The work includes the control and restraint of patients in mental health or hospital settings. By statute, C.R.S. 16-2.5-141, positions have peace officer status with specific authorities for individual agencies found in their supporting statutes or delegations made by appointing authorities and may require P.O.S.T. Board certification.

By agreement with local police jurisdictions, the work involves the following: exercising powers of custody and control, restraining citizens, detecting criminal activity, enforcing laws and regulations, investigating complaints and reports, responding to emergencies and requests for assistance, providing traffic control, writing appropriate citations and reports, and testifying in court proceedings. The work may also include presenting crime prevention or detection training, providing first aid, and providing security escort duty.

INDEX: Safety Security Officer I begins on this page and Safety Security Officer III begins on page 2.

SAFETY SECURITY OFFICER I

A4C1TX

CONCEPT OF CLASS

This class describes the fully-operational security officer level. Positions in this level provide security and enforcement by patrol and observation. Positions detect security violations and investigate reports and incidents to identify security violations or criminal activity. The majority of the work involves securing, controlling, or restraining resistive or combative patients or clients through the use of seclusion or restraints. Positions search for escapees and take patients into custody. Some positions may present educational materials and training to other staff.

CLASS SERIES DESCRIPTION (Cont'd.)
SAFETY SECURITY OFFICER
July 1, 2005

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. For example, in responding for security assistance, positions decide how to restrain clients who are physically out of control. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices. As an example, choices are governed by the patients' mental state, physical surroundings, and the assistance available to secure combative patients.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study incident information to determine what it means and how it fits together in order to get practical solutions in the form of patient control. Guidelines in the form of agency policies, medical care standards, and combative or restraint techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation. For example, when restraining patients, positions select the appropriate level of restraint, which ranges from verbal warnings to physical take-downs.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of physically restraining and arresting citizens as peace officers enforcing the law. These positions meet the criteria for the Enforcement and Protective Services occupational group. For example, positions physically restrain uncontrollable patients through the use of isolation or restraint equipment.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

SAFETY SECURITY OFFICER III

A4C3XX

CONCEPT OF CLASS

This class describes the supervisory level. Positions in this level supervise other security officers in providing safety and security to persons and property for the agency. Positions assign, direct, and evaluate the work of subordinates. This class differs from the Safety Security Officer I class in the Line/Staff Authority factor only.

CLASS SERIES DESCRIPTION (Cont'd.)
SAFETY SECURITY OFFICER
July 1, 2005

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. For example, when responding to alerts, positions decide the severity of potential injury and direct appropriate intervention measures. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices. For example, positions base choices on acceptable mental health restraint standards.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study incident information to determine what it means and how it fits together in order to get practical solutions in the form of patient control. Guidelines in the form of agency policies, medical care standards, and combative or restraint techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation. For example, when restraining patients, positions select the appropriate level of restraint, which ranges from verbal warnings to physical take-downs.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of physically restraining and arresting citizens as peace officers enforcing the law. These positions meet the criteria for the Enforcement and Protective Services occupational group. For example, positions control and restrain abusive or combative patients.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general competencies for classes in this series are contained in the State of Colorado Department of Personnel web site.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES DESCRIPTION (Cont'd.)
SAFETY SECURITY OFFICER
July 1, 2005

CLASS SERIES HISTORY

Effective 7/1/05 (TLE). Date and statute citation updated. Published as proposed 10/25/04.

Effective 7/1/04 (TLE). Safety Security Officer III (A4C3) pay grade change.

Effective 7/1/00 (DLF). Safety Security Office II (A4C2) abolished in annual elimination of unused classes. Published proposed 4/00.

Effective 9/1/93 (DLF). Job Evaluation System Revision project. Published as proposed 5/20/93.

Created 7/1/87.

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Safety Security Officer I	Operational	Patterned	Restrain	Indiv. Contributor
Safety Security Officer III	Operational	Patterned	Restrain	Unit Supervisor



STATE OF COLORADO

CLASS SERIES DESCRIPTION

July 1, 2005

AIR NATIONAL GUARD PATROL OFFICER

A9A1TX TO A9A3XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses three levels in the Enforcement and Protective Services occupational group and describes physical security and law enforcement work for personnel and resources assigned or attached to the Air National Guard (ANG). The work involves detecting problems and violations, reporting incidents or events, and implementing corrective actions on threats to the safety of resources. Positions maintain law and order by enforcing federal laws, state statutes, Air Force and National Guard regulations, and the Uniform Code of Military Justice. The law enforcement authorities for positions in these classes are found in federal guidelines and are considered equivalent to peace officers as found in CRS 16-2.5-141 and may require P.O.S.T. Board certification.

NOTE: Agencies may use para-military rank for positions in these classes.

INDEX: ANG Patrol Officer I begins on this page, ANG Patrol Officer II begins on page 2, ANG Patrol Officer III begins on page 3.

ANG PATROL OFFICER I

A9A1TX

CONCEPT OF CLASS

This class describes the fully operational patrol officer. Positions in this level provide armed protection of aircraft, firearms, munitions, and other property or equipment. Positions maintain installation security and enforce laws by patrol and observation. The work includes responding to alarms and calls, detaining suspects, dispatching patrols, issuing citations, preparing reports and logs, and answering inquiries or calls. Positions interview witnesses and suspects, take statements, advise citizens of their rights, and collect and maintain evidence. Positions entering this class may

CLASS SERIES DESCRIPTION (Cont'd.)

ANG PATROL OFFICER

July 1, 2005

receive orientation and training to the work but are expected to be fully operational within the initial probationary period.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices. As an example, positions decide how to respond to suspicious or unlawful activities and when to request assistance.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study specific security incident information to determine what it means and how it fits together in order to get practical solutions in the form of judgments on whether violations have occurred or not. Guidelines in the form of regulations and security procedures exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation. For example, positions choose the appropriate security response based on the available options under certain security alert conditions.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of physically restraining and arresting citizens as peace officers enforcing the law. These positions meet the criteria for the Enforcement and Protective Services occupational group. For example, positions detain suspects after apprehension for possible violations of the law.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

ANG PATROL OFFICER II

A9A2XX

CONCEPT OF CLASS

This class describes the lead patrol officer. In addition to work described by the lower class in this series, positions in this class have work leader responsibility over other positions performing patrol work. This class differs from the ANG Patrol Officer I in the Line/Staff Authority factor only.

CLASS SERIES DESCRIPTION (Cont'd.)

ANG PATROL OFFICER

July 1, 2005

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices. As an example, positions decide how to respond to suspicious activities and direct others in that response.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study specific security incident information to determine what it means and how it fits together in order to get practical solutions in the form of judgments on whether violations have occurred or not. Guidelines in the form of regulations and security procedures exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation. For example, positions choose the appropriate law enforcement or security response based on the available options under certain security alert conditions.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of physically restraining and arresting citizens as peace officers enforcing the law. These positions meet the criteria for the Enforcement and Protective Services occupational group. For example, positions detain suspects after apprehension for possible violations of the law.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a work leader. The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and workflow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

ANG PATROL OFFICER III

A9A3XX

CONCEPT OF CLASS

This class describes the first supervisor level. In addition to work described in lower classes in this series, positions in this level have responsibility for actions that may impact the pay, status, or

CLASS SERIES DESCRIPTION (Cont'd.)

ANG PATROL OFFICER

July 1, 2005

tenure of other positions. This class differs from the ANG Patrol Officer II class in the Line/Staff authority factor only.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the patrol and security operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices. For example, positions decide the appropriate dispatching of personnel to respond to more than one suspicious activity or hostile event while at the same time determining the right amount of force necessary to counter the threat while preserving minimum resources.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study security incident reports and information to determine what it means and how it fits together in order to get practical solutions in the form of security alert options and the appropriate security responses. Guidelines in the form of regulations and security procedures/conditions/options exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation. For example, positions use judgment to assess the type of violation, the seriousness of it, and the appropriate neutralizing response.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of physically restraining and arresting citizens as peace officers enforcing the law. These positions meet the criteria for the Enforcement and Protective Services occupational group. For example, positions detain suspects or direct their restraint or apprehension following suspicious activities.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. Positions must be in this series or at a comparable conceptual level in federal classes. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

CLASS SERIES DESCRIPTION (Cont'd.)

ANG PATROL OFFICER

July 1, 2005

ENTRANCE REQUIREMENTS

Minimum entry requirements and general competencies for classes in this series are contained in the State of Colorado Department of Personnel & Administration web site.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES HISTORY

Effective 7/1/05 (TLE). Date and statute citation updated. Published as proposed 10/25/04.

Effective 7/1/02 (DLF). Reviewed as part of EPS Consolidation Study; only date and class history updated. Published as proposed 5/8/02.

Revised 7/1/01 (KKF). ANG Patrol Officer IV (A9A4) abolished as part of the annual elimination of vacant classes. Published as proposed 5/10/01.

Revised 4/30/97 (DLF). ANG Patrol Officer IV (A9A4XX) added to series. Published as proposed 3/21/97.

Revised 9/1/95 (DLF). ANG Patrol Officer III class (A9A3XX) added to series. Published as proposed 8/1/95.

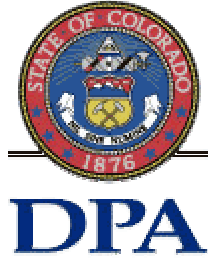
Effective 9/1/93 (DLF). Job Evaluation System Revision project. Published as proposed 5/20/93.

Created 11/1/90. ANG Patrol Officer (7315).

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
ANG Patrol Officer I	Operational	Patterned	Restrain	Individual Contributor
ANG Patrol Officer II	Operational	Patterned	Restrain	Work Leader
ANG Patrol Officer III	Operational	Patterned	Restrain	Unit Supervisor

ISSUING AUTHORITY: Colorado Department of Personnel & Administration



SYSTEM MAINTENANCE STUDY

NARRATIVE REPORT -- FINAL CHANGES

LOTTERY SALES REPRESENTATIVE

Class Code H6O1XX through H6O3XX

Conducted Fiscal Year 2004-2005

BACKGROUND AND PURPOSE OF STUDY

This system-wide study is part of the state personnel director's statutory responsibility, C.R.S. 24-50-104(1)(b), for maintaining and revising the system of classes covering all positions in the state personnel system. Such maintenance may include the assignment of appropriate pay grades that reflect prevailing wage as mandated by C.R.S. 24-50-104(1)(a). The state personnel director has delegated authority for system studies to the Division of Human Resources (hereafter "the division").

This study was completed in response to a recommendation in the November 2003 Performance Audit of the Colorado Lottery conducted by the Office of the State Auditor. The division conducted a system maintenance study to validate the salary structure and commission award program for the Colorado Lottery Sales Representative class series. The Colorado Lottery is allowed to pay sales based commission awards in accordance with its commission award plan, which is subject to annual approval prior to the beginning of each fiscal year.

METHODOLOGY

No conceptual class description problems were identified and this system maintenance study was limited to a salary and commission award review. Because the study is an analysis of appropriate compensation, Position Description Questionnaires (PDQs) were not collected or evaluated as part of the process. Only the Department of Revenue, Colorado Lottery has positions in this class series. As of October 1, 2004, there was one filled position in the Lottery Sales Representative I class, 31 filled positions in the Lottery Sales Representative II class, and four filled and one vacant position in

the Lottery Sales Representative III class. The study was announced on the division's website in July 2004.

The Lottery Sales Representative III class was a survey match in the last annual compensation survey. Through this study it was determined that the current match was not comparable to the state class and the match was replaced with a more comparable market match to Lottery Sales Representative II. The salary analysis relied on information gathered through the annual compensation survey. The class is matched to a single source, a Mountain States Employers Council (MSEC) survey.

In order to assist in the analysis of the commission award program, a direct survey was conducted. Because the lottery sales occupation is unique to state government, the direct survey participants were other state government lottery organizations. This direct survey's main purpose was to provide specific commission award practice data from comparable lottery sales organizations.

ISSUES AND FINDINGS

Salary data was obtained from the MSEC Front Range Compensation survey. This survey provides market salary structure data and is used to set the pay grades for the Lottery Sales Representative class series through the annual compensation survey. The MSEC data suggests the state is approximately 4.76% above the market for the Lottery Sales Representative II class.

In addition, the division used another survey, the MSEC National Sales Compensation survey. This additional survey only reports average salary, not range structure, thus, can only be used as supplemental information. A comparison of the Colorado average market salary to the state's average salary in the Lottery Sales Representative II class indicates the state is approximately 3.81% behind the market. This comparison only includes regular salary data and does not factor in any commission award payments or practices.

Because Lottery Sales Representative II is a new match in the annual compensation survey (after changing benchmarks through this study) and the additional comparison of average salary is comparable with the annual compensation survey data, no changes were made to the Lottery Sales Representative II pay grade. No market data is available for the I and III levels of the class series; therefore, no changes were made to the current internal relationships. The division will continue to monitor the annual market movement to ensure the salary structure is competitive with the market, as required by statute.

Commission award data for a comparable occupation is not available from the Colorado market so a direct survey of other states was conducted in September 2004. The surveyed organizations were determined through an Internet search of existing state lottery organizations. Thirty-six were identified and sent the direct survey. A total of 14 states responded to the direct survey, with two indicating that a third party vendor handles all lottery functions. Of the 12 remaining states providing data, four (33.3%) currently pay a sales-based commission or bonus award in addition to regular salary, with an average award cap of 6.6% of salary. These 12 responding states represent a third of the total number of state government lottery organizations surveyed. Due to the low response rate, the division does not have sufficient data to recommend whether commission awards

for Colorado Lottery sales positions should be discontinued. However, it should be noted that only a small percentage (33%) of the responding states currently pay a commission award in addition to salary so this practice should be monitored periodically. The Colorado Lottery should be prepared to defend the continued use of its commission award practice as beneficial to the State with verifiable data or results determined through an evaluation process. The division will work with the Colorado Lottery, if requested, to ensure a valid evaluation process and measures are created and utilized.

A relationship analysis was completed using the data obtained from the direct survey. This type of analysis compares the difference, if any, in salary structure for two occupations. In this instance, Accountant II was used in comparison to the Lottery Sales Representative II. The accountant is a widely used occupation and most state governments have similar class concepts, which ensures the matches are valid. Market data is readily available on accountant occupations, which ensures the benchmark is externally equitable. Also, the Accountant II match in the Colorado labor market is a very solid match, with very reliable data and no large market fluctuations or activity. This ensures that the comparison is made against a very stable and reliable market benchmark occupation.

The midpoint of the pay range for the Lottery Sales Representative II is \$3,559. The midpoint of the Accountant II pay range is \$4,136.50. This is a relationship differential of 13.96%, which means that the Lottery Sales Representative II pay range is approximately 13.96% lower than the Accountant II. Of the responding state's (respondents), the average relationship differential for the same two occupations is 7.85%. Comparing the state's difference of 13.96% to the respondent's average difference of 7.85% suggests that the state's relationship between Lottery Sales Representative II and Accountant II is approximately 6.11% lower than other states' comparable lottery and accountant positions. However, after factoring in the average lottery sales commission award for 2004 (15.6%), the state is approximately 9.49% higher than the average of the other states. This figure was obtained by subtracting the 6.11% difference between Colorado and the respondents from the average Lottery Sales Representative commission of 15.6%.

The Lottery Sales Representative commission award cap will be reduced by 10% for each internal Colorado Lottery award level. Currently, there is a separate commission award cap for each of the three internal levels. The Territory and Lead Territory Sales Managers annual commission award cap of \$8,000 will be \$7,200; the Retail Network Specialist, Corporate Account Specialist, and Regional Sales Manager commission award cap of \$9,600 will be \$8,640; and, the State Sales Manager commission award cap of \$12,500 will be \$11,250.

No pay grade or actual base salary will be changed through this study. This change simply brings the total salary opportunity (base salary plus commission award) of Colorado Lottery sales positions to the prevailing market level of other state lotterys. It also should be noted that Lottery Sales Representatives are eligible to receive performance pay awards, in addition to commission awards.

MEET AND CONFER ON PROPOSED RESULTS

C.R.S. 24-50-104(1)(b) requires the division to meet and confer with affected employees and employee organizations, if requested, regarding the proposed changes before they are implemented as final. In this case, the recommendations affect the Colorado Lottery's commission award plan as

opposed to classes and pay grades typically involved in system maintenance studies. There was a deadline by which all "meet and confer" activity must have concluded in order to implement the recommendations in the commission award plan by July 1, 2005. In an effort to proactively facilitate this process, a public meeting was held December 10, 2004. Sixteen employees from the Department of Revenue, mainly Colorado Lottery Sales Representatives, attended the meeting.

Written feedback was also received through Tom Horvat, Lottery Sales Manager, which covers the majority of comments received at the meet and confer session. Since three market sources were used in this study, some comments were received on which figures and sources should be used to set the base salary. Per statute, published third party salary data must be used when available. In this instance, MSEC Front Range Compensation survey data was available. The analysis of this data shows that the Lottery Sales Representative II is approximately 4.76% above the market. The additional analyses and methods used (the MSEC National Sales Compensation survey and the direct survey of other states) cannot be used to set base salary rates and structure, since the local third party market data was available. The only reason the MSEC National Sales Compensation data was gathered for an actual salary comparison was due to the change in the market benchmark as identified earlier in this narrative. The compensation team wanted to gather as much data as possible to assist in the decision making process and to get the most complete picture of the comparable market. In this instance, since the Lottery Sales Representative II class is approximately 4.76% above the market and the actual salary comparison showed that on average the Lottery Sales Representative II was approximately 3.81% below the market, it was decided to make no changes to the base salary structure, even though the data used shows the state above the market. The direct survey was not conducted to set base salary structure and thus not used in the base salary structure analysis.

Another issue raised by the Colorado Lottery was the use of the average commission award for FY 2004. To calculate the total salary opportunity (base salary plus commission award) for the Lottery Sales Representative II, the division used the average commission award paid for FY 2004, which was approximately 15.6% of salary. The Colorado Lottery points out that FY 2004 was a record year in terms of sales and that although an average commission of 15.6% was paid, a three year average would be considerably less. The division acknowledges this. However, in calculating the salary plus commission total amount for other states the award cap was used, not the average award. The division decided to make an exception and use the average award in lieu of the cap for the Lottery Sales Representative only. Since FY 2004 was a record year for sales it was decided that the average award for FY 2004 would be used as it represented a "real" or "demonstrated" ceiling of awards. This decision resulted in a lower commission plan cut (10% instead of 13%), while using a fair and quantifiable number, especially since the commission award cap has not changed for many years.

The Lottery also raised the issue of combining base salary with commission awards for the purpose of determining a total salary amount, because base salary is fairly static and commission awards a changing variable. The division acknowledges this, which is why a comparison of the award cap and not the average award paid was used (although the Colorado Lottery average award was used to compare to the other states award cap, see the above paragraph for more explanation). The commission award cap appears to be more constant than an average award amount, thus making the comparison more reliable.

In the written feedback the Lottery also stated that through an informal survey they conducted of other state lotteries, they found that 7 out of 21 respondents stated they had some type of incentive plan for sales personnel, which ranged from 3% to 30% of base salary. The division acknowledges that a small percentage of states responded to the direct survey conducted by the occupational specialist. However, since statute requires published third party surveys or a direct survey conducted by the Department of Personnel & Administration be used to set compensation for state employees, this informal survey by Lottery cannot be used. This ensures that fair and comparable data and a uniform and proven methodology are used in the analysis for all state employees in all system maintenance studies.

The last issue raised by the Lottery was that commission awards currently are not PERA includable salary. This issue is not within the parameters of a system maintenance study and cannot be addressed here.

FISCAL IMPACT FOR IMPLEMENTATION YEAR

Because the changes are to the commission award cap only and commission awards are not a part of regular salary, there is no fiscal impact to the state.

RECOMMENDATIONS

I. Occupational Group

No changes. These classes remain in the Professional Services Occupational Group.

II. Class Description

Only the date and class series history were updated.

III. Class Conversion and/or Placement

There is no class conversion or placement.



STATE OF COLORADO

CLASS SERIES DESCRIPTION

July 1, 2005

LOTTERY SALES REPRESENTATIVE

H6O1XX TO H6O3XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses three levels in the Professional Services Occupational Group and describes lottery sales and customer service work ranging from performing individual sales and customer service assignments to supervising and managing sales operations. Work involves selling a variety of lottery products through individual retail outlets and retail chain establishments. Customer service includes distributing products; providing product information and promotional materials describing products, lottery procedures, and required records and supplies necessary to maintain a retail outlet; sales training for on-line operations, new products or games, and in-store display and promotional techniques; prospecting and recruiting for new accounts or outlets; and other activities designed to maximize sales, improve customer service, and report sales activity. Positions in this class series apply and adapt sales and marketing theories, principles, practices, techniques, and methods in order to carry out sales and customer service assignments.

INDEX: Lottery Sales Representative I begins on this page, Lottery Sales Representative II begins on page 2, and Lottery Sales Representative III begins on page 4.

LOTTERY SALES REPRESENTATIVE I

H6O1XX

CONCEPT OF CLASS

This class describes lottery telephone sales work. Positions at this level are involved in soliciting orders and providing customer service by telephone. Work entails carrying out telephone sales and customer service operations in accordance with established guidelines, standards, alternatives, and practices. Work involves selling lottery products and providing customer service by telephone including furnishing sales, product, and promotional information to lottery outlets; assuring outlets have adequate supplies; answering questions pertaining to lottery products and sales procedures; advising outlets of assigned sales quotas; maintaining sales records; and other activities which promote sales and customer service.

CLASS SERIES DESCRIPTION (Cont'd.)
LOTTERY SALES REPRESENTATIVE
July 1, 2005

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making --The decisions regularly made are at the operational level, as described here. Within limits set by the specific sales process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices. For example, a position determines the most effective course of action to promote and sell products or provide customer service to accommodate an account or retail outlet's needs by applying sales and customer service techniques and practices.

Complexity --The nature of, and need for, analysis and judgment is patterned, as described here. Positions study sales, product, and customer information and issues to determine what it means and how it fits together in order to obtain orders for lottery products and furnish customer service by answering questions and providing sales information. Guidelines in the form of sales and customer service principles, techniques, practices, and agency standards exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given customer or sales circumstances of the situation. For example, a position selects and applies the most appropriate sales or customer service practice, technique, or method to resolve a customer problem or satisfy an account's needs based on the individual circumstances of the situation.

Purpose of Contact --Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions and behaviors. For example, a position advises and guides an account or outlet on lottery game rules and regulations to assure proper understanding and operation.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

LOTTERY SALES REPRESENTATIVE II

H6O2XX

CONCEPT OF CLASS

This class describes lottery field sales representative work. Positions at this level are involved in field sales and customer service work and carry out sales and customer operations in accordance with established guidelines, standards, alternatives, and practices. Work involves direct personal contact with

CLASS SERIES DESCRIPTION (Cont'd.)
LOTTERY SALES REPRESENTATIVE
July 1, 2005

retail outlets or accounts to sell lottery products and provide customer service by distributing products, promotional materials, and supplies to retail outlets; setting up in-store promotions and displays; motivating retailers to maximize sales; training retailers for on-line lottery operations, new products or games, and in-store display and promotional techniques; furnishing information on lottery products and procedures; recruiting new retail outlets and accounts; preparing reports of sales activity; receiving and accounting for funds from retailers for sale of lottery products; and other activities which promote sales and customer service. The Lottery Sales Representative II differs from the Lottery Sales Representative I on the Purpose of Contact factor only.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making --The decisions regularly made are at the operational level, as described here. Within limits set by the specific sales process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices. For example, a position determines the most effective course of action to promote and sell products or provide customer service to accommodate an account or retail outlet's needs by applying sales and customer service techniques and practices.

Complexity --The nature of, and need for, analysis and judgment is patterned, as described here. Positions study sales, product, and customer information and issues or problems to determine what it means and how it fits together in order to sell products and accommodate account needs. Guidelines in the form of sales, customer service, marketing, sales promotion and agency principles, techniques, practices, and standards exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines which may change for varying customer and sales circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given customer or sales circumstances of the situation. For example, a position selects and applies the most appropriate sales, customer service, marketing, or sales promotion practice, technique, or method to resolve a customer problem, satisfy an account's needs, or set up an in-store sales promotion or display based on the individual circumstances of the situation.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of clarifying underlying rationale, intent, and motive by marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format. For example, a position clarifies the benefits of lottery products to retailers to sell and market lottery products and recruit new accounts.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include

CLASS SERIES DESCRIPTION (Cont'd.)
LOTTERY SALES REPRESENTATIVE
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positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

LOTTERY SALES REPRESENTATIVE III

H6O3XX

CONCEPT OF CLASS

This class describes the first supervisory level or key account representative. Supervisory positions are accountable for the sales, promotion, distribution, and customer service operations for an assigned geographic area and at least three or more full-time equivalent positions. In addition to work performed at lower representative levels, key account representatives are responsible for developing and designing sales and promotional plans which describe marketing and sales processes for key accounts such as, retail chain accounts and designated retail establishments. Work at this level involves applying and adapting marketing and sales principles, theories, concepts, practices, and agency guidelines to maximize sales to key accounts or supervise a district. The Lottery Sales Representative III differs from the Lottery Sales Representative II on Decision Making, Complexity, and Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making --The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and sales program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations used to sell and promote lottery products and provide customer service. The general pattern, program, or system exists but must be individualized in order to plan and implement sales, promotion, and customer service activities to achieve program goals. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established marketing and sales theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. For example, a position plans, designs, and determines sales, promotion, and customer service processes and operations to be followed by others in order to maximize the sale of lottery products. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity --The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of marketing and sales theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with marketing and sales theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies. For example, a position evaluates the relevance of marketing and sales concepts, models, or practices to tailor or

CLASS SERIES DESCRIPTION (Cont'd.)
LOTTERY SALES REPRESENTATIVE
July 1, 2005

design specific sales, promotional or customer service plans or approaches based on an assessment of current sales or customer service operations or key account needs.

Purpose of Contact --Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of clarifying underlying rationale, intent, and motive by marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format. For example, a position clarifies the benefits of products to sell and market lottery products and recruit new accounts.

Line/Staff Authority --The direct field of influence the work of a position has on the organization is as an individual contributor or unit supervisor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team.

OR

The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general competencies for classes in this series are contained in the State of Colorado Department of Personnel web site.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES HISTORY

Effective 7/1/05 (TLE). Commission award cap reduced. Published as proposed 11/19/04.

Effective 7/1/04 (LLB). H6O4 abolished through annual elimination of vacant classes. Published proposed 4/30/04.

Revised 9/1/98 (CVC). Change class codes due to PS Consolidation study.

Effective 9/1/93 (CVC). Job Evaluation System Revision project. Published as proposed 6/1/93.

Revised 7/1/90. Changed entrance requirements for Lottery Telephone Sales Representative (A0030) and Lottery Field Sales Representative (A0031).

CLASS SERIES DESCRIPTION (Cont'd.)
LOTTERY SALES REPRESENTATIVE
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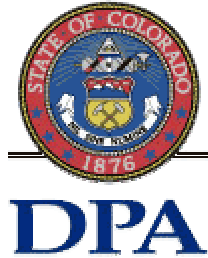
Revised 7/1/90. Changed nature of work and entrance requirements for Lottery District Sales Supervisor (A0032) and Lottery Key Account Representative (A0033).

Created 7/1/83. Lottery Key Account Representative (A0033).

Created 7/1/82. Lottery Telephone Sales Representative (A0030), Lottery Field Sales Representative (A0031), and Lottery District Sales Supervisor (A0032).

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Lottery Sales Rep. I	Operational	Patterned	Advise	Indiv. Contributor
Lottery Sales Rep. II	Operational	Patterned	Clarify	Indiv. Contributor
Lottery Sales Rep. III	Process	Formulative	Clarify	Indiv. Contributor or Unit Supervisor



SYSTEM MAINTENANCE STUDY

NARRATIVE REPORT -- FINAL CHANGES

ADMINISTRATIVE LAW JUDGES

Class Code H5L1TX through H5L3XX

Conducted Fiscal Year 2004-2005

BACKGROUND AND PURPOSE OF STUDY

This system-wide study is part of the Department of Personnel and Administration's (hereafter "the department") statutory responsibility, CRS 24-50-104(1)(b), for maintaining and revising the system of classes covering all positions in the state personnel system. Such maintenance may include the assignment of appropriate pay grades that reflect prevailing wage as mandated by CRS 24-50-104(1)(a). The state personnel director has delegated authority for system studies to the Division of Human Resources (hereafter "the division").

This study of the Administrative Law Judge (ALJ) class series was conducted to address concerns and issues raised by two departments using this class series. A desire to add a developmental or first working level, below the current fully operational level, was relayed. In addition, this class series is not a market survey benchmark, which means the division does not receive market salary data on an annual basis to validate state salaries for positions in this class. Since user departments requested some possible changes, no local market salary data is available, and no study has been completed on this class series in a number of years, the division conducted this study of the series.

METHODOLOGY

The ALJ class series currently contains four separate classes and concepts: fully operational, work lead, supervisory, and manager. EMPL data as of October 1, 2004, indicate the ALJ class series consists of 33 total filled positions in three departments: the Department of Personnel & Administration (DPA), the Department of Labor & Employment (DOLE), and the Department of Regulatory Agencies (DORA). The study team, which was co-led by two occupational specialists in the division, included HR professionals representing DPA, DORA, and DOLE. The study was announced on the division's website in the Job Evaluation section.

The study team met to discuss issues with the use of the current class series and all requested changes. The class concepts were discussed, including adding a first working level for bringing new and inexperienced ALJs into the system and for positions performing administrative magistrate duties. Also, since the ALJ IV class is expected to be vacant soon and not needed in the future, the study team was asked to consider abolishing that class.

Salary data for the ALJ series is not available through the annual survey process. Because state government is the only entity with comparable positions, the division is conducting a direct survey of other state governments. The direct survey will define the difference between a hearings officer and an ALJ to avoid any confusion or misleading salary data reported and will ask respondent states to report their salary ranges and concept levels for their comparable ALJ positions.

ISSUES AND FINDINGS

The study team recommended that a new first working level will be beneficial and give appointing authorities the flexibility to allow new judges to gain valuable experience while handling a less complex case load in order to progress to the fully operational hearing judge whose work is described in a higher class. In addition, this concept affords the appointing authority the flexibility to create permanent pre-hearing or other administrative magistrate work assignments, in which case the position may not evolve to presiding over a full range of administrative law hearings. The study team decided to combine these assignments into an administrative magistrate concept and create this new class as the ALJ I level.

After further consideration, the study team decided that the existing ALJ II class concept of work leader or functional supervisor was cumbersome and not needed. With the very high level of independence in the work of most judges, there is little need or opportunity to apply the concept of a lead worker in these judicial settings. Furthermore, the tradeoff in this class was defined as functional supervision, defined in the current class as "performing an appellate level of review of appealed legal decisions" in either worker's compensation or unemployment insurance cases. Currently that appellate review is accomplished in a multi-person panel setting where the appellate review is shared among several ALJs. The study team, in consultation with appointing authorities, concluded that this shared responsibility for review of appeals did not warrant maintaining a separate class as in this series. Both the appointing authorities and the study team

concurred that this appellate review function, while a distinct function, was not comparably more complex or difficult than full merit hearing cases which include the complete range of trial activities and judicial decisions. The study team concluded that the current fully operational, full merit hearings ALJ I concept of work and the functional supervision or appellate level of work be combined into one class, proposed to be called the ALJ II class in the new structure.

One addition to the current ALJ III class was the allowance of a tradeoff for lack of supervision over the three FTE of judges required by the current class concept. Following review and discussion, the study team concluded that an adequate tradeoff for not supervising the full three FTE would be the regional office administration, contract management, and budget and facility management responsibilities found in some ALJ III positions. This tradeoff was added to the proposed ALJ III class description.

With the pending vacancy of the only ALJ IV position in the system and with the recommendation of departments' appointing authorities, the study team concurred that the class of ALJ IV be abolished, as will no longer be needed for the foreseeable future. This is with the understanding that if the class is needed in the future, the division can re-create it with proper justification.

Because the new class concepts differed from the prior classes, the study was modified to include the placement of all positions into the new classes. This was necessary because simple conversion of positions from the old classes to the new would not be accurate and some positions would have been misplaced. The study team completed their evaluations of all positions in the current Administrative Law Judge classes. The results of those placements have been shared with the three departments' appointing authorities and are included in the last section of this narrative. Each incumbent was informed of the results of the evaluation of their PDQ. The resulting placements are not appealable in accordance with Director's Administrative Procedure P-2-2.

PAY GRADE ASSIGNMENT

Following the finalization of the class description based on the meet and confer results, and the fact that the class placements re-validated the proposed factor levels for the individual classes, the division's compensation unit next completed its salary review. As part of this review, a copy of the most recent (2003) nationwide, judicial salary survey by The National Center for State Courts (NCSC) was obtained. The analysis of the NCSC salary data (projected to 7/1/05) showed that the average annual salary for district court judges nationally is \$109,810, compared to Colorado's projected district court judge's annual salary of \$104,637.

As authorized by statute, the division also surveyed other states to obtain salary information on two levels of administrative law judges. The salary information from the 12 other states showed that, on average, they set their ALJ salary levels approximately 36% lower than their district court judges' salaries. Colorado's ALJ I salary is approximately 25% lower than district court judges' salaries. At first look, it appears that our ALJ salaries are approximately 11% high in relation to our district court judges' salaries, but the division questioned the salary level of our

district court judges' salaries in comparison with other occupations' salaries. From the NCSC report, Colorado's district court judges' salaries were ranked 35th nationally. This is in stark contrast with U.S. DOL's BLS data that typically shows Colorado salaries to be ranked 7th to 12th nationally. Taken together, the above market salary data was judged to be inconclusive, perhaps contradictory.

In situations where market salary data is non-existent or unreliable, employers will rely on internal equity in setting salary levels. The state personnel director determined that for internal equity purposes, setting the salary level for the full merit ALJ should be kept at the current ALJ II level (grade H58), that is approximately 20% below the salary level of the Judicial Department's county judges. Therefore, the salary grade recommended for the new ALJ II (full merit) is H58 (range of \$5449 - \$8338/month).

Lacking any market salary information to the contrary, the state personnel director also decided that the historical difference between the three ALJ classes (one grade or approximately 2½ %) should be maintained in the new class series. Therefore the final pay grades to be assigned to the ALJ I, II, and III classes will be H57, H58, and H59 respectively.

MEET AND CONFER ON PROPOSED RESULTS

CRS 24-50-104(1)(b) requires the department to meet and confer with affected employees and employee organizations, if requested, regarding the proposed changes before they are implemented as final. For this study, two official notices of proposed changes (JEL 05-03 and 05-04) contained deadlines by which all "meet and confer" activity must conclude in order to implement the recommendations on July 1, 2005. In an effort to proactively facilitate this process, two public meetings were scheduled on January 31 and June 6, 2005. During the first meet and confer session, one employee attended that session and presented their views on the proposed class description. One additional written input was received from three incumbents in the Industrial Claim Appeals Office. One letter was also received from a private attorney. No attendees were at the second meet and confer and no written comments were received by the June 9, 2005, deadline.

Based on the inputs received from the first meet and confer session, the study team recommended that several changes be made to the class description. The table below reflects those changes, most of which are concerned the new concept for the administrative magistrate.

New class	Concept
ALJ I	Administrative magistrate level jobs; pre-hearing assignments (motions, settlements & mediations)
ALJ II	Full operating assignments for full "merit" hearings, ICAP reviews, or limited supervisory positions.
ALJ III	Complete unit supervisor or supervision with a tradeoff for regional office management responsibility.

Because no additional comments were received during the second meet and confer session, no changes were made to the recommended pay grades of the class placement results. These will be implemented as proposed.

FISCAL IMPACT FOR IMPLEMENTATION YEAR

In accordance with the Director's Administrative Procedures, system maintenance studies are implemented on a "dollar-for-dollar" basis where the employee's current salary remains unchanged when a class or position is moved to a new grade. If current salaries are above the maximum of the new grade, employees maintain their current salary for up to three years as authorized by C.R.S. 24-50-104(1)(e). However, implementing the class placements into the proposed classes can be implemented with no saved pay situations occurring; therefore, the saved pay provision is moot. Even though some positions will be placed in a higher pay grade, there will be no fiscal impact as defined in C.R.S. 24-50-104 (6)(a).

RECOMMENDATIONS

I. Occupational Group

No change is recommended. These classes remain in the Professional Services Occupational Group.

II. Class Descriptions

See attached.

III. Class Conversion and/or Placement

Class placement is based on the panel evaluation of updated Position Description Questionnaires. Class placement is the movement of positions in the former class to the appropriate new or existing class for the purpose of realigning and maintaining the accuracy of the job evaluation structure. Class placement will be as follows on July 1, 2005.

CLASS PLACEMENT – Administrative Law Judges											
IDENTITY		FORMER			NEW						
Dept	Pos. #	Code	Class Title	Grd	Code	Class Title	D	C	PC	LS	Grd
AIA	Panel Members: Travis Engelhardt, Chair; Monica Cortez-Sangster, Yvonne Rico, Andrew Gale, Michelle Pedersen, Don Fowler										
	2	H5A2TX	ADMIN LAW JUDGE I	H57	H5L2XX	ADMIN LAW JUDGE II	3	3	10	1	H58
	5	H5A2TX	ADMIN LAW JUDGE I	H57	H5L2XX	ADMIN LAW JUDGE II	3	3	10	1	H58
	7	H5A2TX	ADMIN LAW JUDGE I	H57	H5L2XX	ADMIN LAW JUDGE II	3	3	10	1	H58

CLASS PLACEMENT – Administrative Law Judges											
IDENTITY		FORMER			NEW						
Dept	Pos. #	Code	Class Title	Grd	Code	Class Title	D	C	PC	LS	Grd
	10	H5A2TX	ADMIN LAW JUDGE I	H57	H5L2XX	ADMIN LAW JUDGE II	3	3	10	1	H58
	12	H5A2TX	ADMIN LAW JUDGE I	H57	H5L2XX	ADMIN LAW JUDGE II	3	3	10	1	H58
	16	H5A2TX	ADMIN LAW JUDGE I	H57	H5L2XX	ADMIN LAW JUDGE II	3	3	10	1	H58
	19	H5A2TX	ADMIN LAW JUDGE I	H57	H5L2XX	ADMIN LAW JUDGE II	3	3	10	1	H58
	34	H5A2TX	ADMIN LAW JUDGE I	H57	H5L2XX	ADMIN LAW JUDGE II	3	3	10	1	H58
	35	H5A2TX	ADMIN LAW JUDGE I	H57	H5L2XX	ADMIN LAW JUDGE II	3	3	10	1	H58
	40	H5A2TX	ADMIN LAW JUDGE I	H57	H5L2XX	ADMIN LAW JUDGE II	3	3	10	1	H58
	44	H5A2TX	ADMIN LAW JUDGE I	H57	H5L2XX	ADMIN LAW JUDGE II	3	3	10	1	H58
	114	H5A2TX	ADMIN LAW JUDGE I	H57	H5L2XX	ADMIN LAW JUDGE II	3	3	10	1	H58
	116	H5A2TX	ADMIN LAW JUDGE I	H57	H5L2XX	ADMIN LAW JUDGE II	3	3	10	1	H58
	127	H5A2TX	ADMIN LAW JUDGE I	H57	H5L2XX	ADMIN LAW JUDGE II	3	3	10	1	H58
	4	H5A3XX	ADMIN LAW JUDGE II	H58	H5L3XX	ADMIN LAW JUDGE III	4	3	10	2	H59
	18	H5A3XX	ADMIN LAW JUDGE II	H58	H5L3XX	ADMIN LAW JUDGE III	4	3	10	3	H59
	3	H5A4XX	ADMIN LAW JUDGE III	H59	H5L3XX	ADMIN LAW JUDGE III	3	3	10	3	H59
	14	H5A4XX	ADMIN LAW JUDGE III	H59	H5L3XX	ADMIN LAW JUDGE III	4	3	10	4	H59
	36	H5A5XX	ADMIN LAW JUDGE IV	H63	H5L3XX	ADMIN LAW JUDGE III	3	3	10	4	H59
ARA	Panel Members: Travis Engelhardt, Chair; Monica Cortez-Sangster, Yvonne Rico, Andrew Gale, Michelle Pedersen, Don Fowler										
	7001	H5A2TX	ADMIN LAW JUDGE I	H57	H5L2XX	ADMIN LAW JUDGE II	3	3	10	1	H58
	7002	H5A2TX	ADMIN LAW JUDGE I	H57	H5L2XX	ADMIN LAW JUDGE II	3	3	10	1	H58
	7003	H5A2TX	ADMIN LAW JUDGE I	H57	H5L2XX	ADMIN LAW JUDGE II	3	3	10	1	H58
KAA	Panel Members: Travis Engelhardt, Chair; Monica Cortez-Sangster, Yvonne Rico, Andrew Gale, Michelle Pedersen, Don Fowler										
	3058	H5A2TX	ADMIN LAW JUDGE I	H57	H5L1TX	ADMIN LAW JUDGE I	3	2	10	1	H57
	3059	H5A2TX	ADMIN LAW JUDGE I	H57	H5L1TX	ADMIN LAW JUDGE I	3	2	10	1	H57
	3075	H5A2TX	ADMIN LAW JUDGE I	H57	H5L1TX	ADMIN LAW JUDGE I	3	2	10	1	H57
	3988	H5A2TX	ADMIN LAW JUDGE I	H57	H5L1TX	ADMIN LAW JUDGE I	3	2	10	1	H57
	1485	H5A3XX	ADMIN LAW JUDGE II	H58	H5L2XX	ADMIN LAW JUDGE II	3	3	10	1	H58
	1517	H5A3XX	ADMIN LAW JUDGE II	H58	H5L2XX	ADMIN LAW JUDGE II	3	3	10	1	H58

CLASS PLACEMENT – Administrative Law Judges											
IDENTITY		FORMER			NEW						
Dept	Pos. #	Code	Class Title	Grd	Code	Class Title	D	C	PC	LS	Grd
	2442	H5A3XX	ADMIN LAW JUDGE II	H58	H5L2XX	ADMIN LAW JUDGE II	3	3	10	1	H58
	3546	H5A3XX	ADMIN LAW JUDGE II	H58	H5L2XX	ADMIN LAW JUDGE II	3	3	10	1	H58
	3775	H5A3XX	ADMIN LAW JUDGE II	H58	H5L2XX	ADMIN LAW JUDGE II	3	2	10	2	H58
	1477	H5A4XX	ADMIN LAW JUDGE III	H59	H5L3XX	ADMIN LAW JUDGE III	4	3	10	3	H59
SGA	Panel Members: Travis Engelhardt, Chair; Monica Cortez-Sangster, Yvonne Rico, Andrew Gale, Michelle Pedersen, Don Fowler										
	5080	H5A2TX	ADMIN LAW JUDGE I	H57	H5L2XX	ADMIN LAW JUDGE II	3	3	10	1	H58
	5087	H5A2TX	ADMIN LAW JUDGE I	H57	H5L2XX	ADMIN LAW JUDGE II	3	3	10	1	H58
	5089	H5A2TX	ADMIN LAW JUDGE I	H57	H5L2XX	ADMIN LAW JUDGE II	3	3	10	1	H58
	35024	H5A2TX	ADMIN LAW JUDGE I	H57	H5L2XX	ADMIN LAW JUDGE II	3	3	10	1	H58
	5020	H5A4XX	ADMIN LAW JUDGE III	H59	H5L3XX	ADMIN LAW JUDGE III	3	3	10	3	H59
	5145	H5A4XX	ADMIN LAW JUDGE III	H59	H5L3XX	ADMIN LAW JUDGE III	3	3	10	3	H59

AIA = Division of Administrative Hearings

ARA = State Personnel Board

KAA = Division of Workers' Compensation

SGA = Public Utilities Commission



STATE OF COLORADO

CLASS SERIES DESCRIPTION

July 1, 2005

ADMINISTRATIVE LAW JUDGE

H5L1TX TO H5L3XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series contains three classes in the Professional Services Occupational Group and describes legal work concerned with presiding over hearings as a judge in order to resolve disputes between state agencies and persons or businesses, which arise in the course of administering applicable laws. Work includes presiding over hearings involving the presentation of evidence and arguments of attorneys, evaluating evidence, analyzing laws and regulations pertinent to the dispute, making findings of fact and conclusions of law, and issuing written decisions and orders based upon the analysis of the evidence and applicable laws and regulations. In the area of the pre-hearing or administrative magistrate functions, work includes activities such as, but not limited to, presiding over pre-hearing and settlement or mediation conferences that involve the presentation of evidence and arguments of attorneys, evaluating evidence, analyzing laws pertinent to the case, and preparing and approving settlement agreements between parties in a dispute.

INDEX: Administrative Law Judge I begins on this page, Administrative Law Judge II begins on page 3, and Administrative Law Judge III begins on page 4.

ADMINISTRATIVE LAW JUDGE I

H5L1TX

CONCEPT OF CLASS

This class describes the first working level administrative law judge, administrative magistrate, or full operating pre-hearing administrative law judge assignments. This level describes positions involved in presiding over pre-hearings, motions of a wide variety, and settlement, mediation, and/or arbitration conferences, and preparing and issuing decisions and orders on cases. Decisions and orders may be subject to review by a higher-level administrative law judge or program director.

This level is designed to provide positions with experience in these assignments in order to progress to more complex judicial assignments involving the full range of merit hearings. All positions in this class

CLASS SERIES DESCRIPTION (Cont'd.)
ADMINISTRATIVE LAW JUDGE
July 1, 2005

may not necessarily progress to the next higher class as some positions may remain in these types of assignments indefinitely, such as administrative magistrate and pre-hearing administrative law judge. Specific position assignments are determined by appointing authorities.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and the administrative hearings process and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations used to complete and conduct hearings. The general pattern, program, or system exists but must be individualized to plan and hear cases. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established statutes, prior court decisions, case law theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. For example, a position renders decisions and orders on cases by collecting and analyzing facts pertinent to the case, determining legal issues, and determining applicable law by researching statutes and prior cases. New processes or objectives require approval of higher judicial management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Guidelines exist for most situations such as general policy, legal precedent, and non-specific practices. Judgment is needed in locating and selecting the most appropriate of these guidelines, which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation. On a limited basis, positions may evaluate the relevance and importance of statutes and case law theories, concepts, and principles; however, per C.R.S. 8-43-207.5 they are limited to interlocutory orders, discovery matters, and evidentiary disputes not requiring adjudicatory determination through a full merit hearing.

Purpose of Contact --Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of arbitrating, resolving differences, and authorizing action that directly determines the agency's mission. The result directly affects agency policy. For example, a position presides over hearings to settle disputes and renders decisions and orders that directly affect agency programs and how agency programs are carried out.

Line/Staff Authority --The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

CLASS SERIES DESCRIPTION (Cont'd.)
ADMINISTRATIVE LAW JUDGE
July 1, 2005

ADMINISTRATIVE LAW JUDGE II

H5L2XX

CONCEPT OF CLASS

This class describes full merit hearing assignments. Positions preside over the full range of complex administrative law hearings to settle legal disputes. Work involves deciding the merits of cases, hearing and evaluating evidence of all witnesses, analyzing laws and regulations, making findings of fact and conclusions of law, and issuing written decisions and orders to resolve cases. In addition, positions at this level may perform an appellate level of review of appealed legal decisions in the areas of worker's compensation and unemployment compensation insurance. Positions functioning at this level may determine the correctness of judges' decisions, which have been appealed. The Administrative Law Judge II differs from the Administrative Law Judge I on the Complexity factor as evidenced by the judicial findings of fact and their dispositive orders.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making --The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and the administrative hearings process and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations used to complete and conduct hearings. The general pattern, program, or system exists but must be individualized to plan and hear cases. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established statutes, prior court decisions, case law theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. For example, a position renders decisions and orders on cases by collecting and analyzing facts pertinent to the case, determining legal issues, and determining applicable law by researching statutes and prior cases; or, a position determines work unit processes and operations which are followed by others in order to provide administrative law services. New processes or objectives require approval of higher judicial management or the agency with authority and accountability for the program or system.

Complexity --The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of statutes and case law theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies. For example, a position evaluates the relevance of statutes, prior court cases, legal principles, arguments, and evidence in order to render dispositive decisions on disputed legal issues.

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Purpose of Contact --Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of arbitrating, resolving differences, and authorizing action that directly determines the agency's mission. The result directly affects agency policy. For example, a position presides over hearings to settle disputes and renders decisions and orders that directly affect agency programs and how agency programs are carried out.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

ADMINISTRATIVE LAW JUDGE III

H5L3XX

CONCEPT OF CLASS

This class describes positions that function as a supervisor of an administrative hearings or appellate review organizational unit and are directly accountable for the work product of the unit; or serve as the manager of a regional office with limited programmatic responsibilities, such as budgeting, administrative staffing and scheduling, workflow processes, and facility and contractual arrangements. Regional managers may not have sufficient staff to meet the line/staff requirements, thus the programmatic responsibilities may be used as a tradeoff for inclusion in this class. The Administrative Law Judge III possibly differs from the Administrative Law Judge II on the Decision Making and Line/Staff Authority factors.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making --The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and the administrative hearings process and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations used to complete and conduct hearings. The general pattern, program, or system exists but must be individualized to plan and hear cases. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established statutes, prior court decisions, case law theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. For example, a position renders decisions and orders on cases by collecting and analyzing facts pertinent to the case, determining legal issues, and determining applicable law by researching statutes and prior cases; or, a position determines work unit processes and operations which are followed by others in order to provide administrative law

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services. New processes or objectives require approval of higher judicial management or the agency with authority and accountability for the program or system.

OR

Decision Making --The decisions regularly made are at the interpretive level, as described here. Within limits of the strategic master plan and allocated human and fiscal resources, choices involve determining tactical plans to achieve the administrative hearings program objectives established by the higher management (strategic) level. For example, a position establishes plans and daily operational policies to ensure administrative law hearings services and activities are carried out efficiently and effectively. This involves establishing what processes will be done, developing the budget requests, and developing the staffing patterns and work units in order to deploy staff. It also involves providing legal direction, advice, and guidance in the application and interpretation of statutes, rules, and regulations pertaining to state agency programs and legal procedures and proceedings. This level includes inventing and changing systems and guidelines that will be applied by others in an organizational unit such as, operating policies and guides for the delivery of administrative hearings services and work product standards. Work involves establishing what processes will be done and developing the staffing patterns and work units in order to deploy staff. By nature, this is the first level where positions are not bound by processes and operations in their own programs as a framework for decision making and there are novel or unique situations that cause uncertainties that must be addressed at this level. For example, a position develops and sets guidelines and policies, to be followed by others, pertaining to the daily operation of the work unit and delivery of administrative hearings services. Through deliberate analysis and experience with these unique situations, the manager or expert determines the systems, guidelines, and programs for the future.

Complexity --The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of statutes, case law, and management theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies. For example, a position evaluates the relevance of statutes, case law, and management theories, concepts, and principles in order to develop tactical plans and guidelines necessary to implement and ensure the delivery of administrative law hearings services effectively.

Purpose of Contact --Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of arbitrating, resolving differences, and authorizing action that directly determines the agency's mission. The result directly affects agency policy. For example, a position presides over hearings to settle disputes and renders decisions and orders that directly affect agency programs and how agency programs are carried out.

Line/Staff Authority -- The supervisor is accountable, including signature authority, for actions and decisions that directly impact pay, status, and tenure of three or more full-time equivalent positions, all in this series or in a comparable conceptual series. At least one of the subordinate positions must be in

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the Administrative Law Judge II class. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

OR

Positions which do not meet the full supervisory requirements in the above paragraph may be placed in this class if they meet the concept and other factors for this class including the supervision of at least one Administrative Law Judge II, provided, the Decision Making factor is evaluated at the Interpretive level.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general competencies for classes in this series are contained in the State of Colorado Department of Personnel web site.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES HISTORY

Effective 7/1/05 (TLE/DLF). Administrative Law Judge I becomes the first working level or for assigned pre-hearing and administrative magistrate duties. Administrative Law Judge II includes the fully operational level. The work lead concept was eliminated. Administrative Law Judge III added the regional program level responsibilities as tradeoff for line/staff authority. Administrative Law Judge IV is abolished. This series (H5A2-5) converted to the H5L1-3 series. Published proposed on 1/20/05 and 5/31/05.

Effective 7/1/01 (KKF). Administrative Law Judge Intern (H5A1) abolished as part of the annual elimination of vacant classes. Published proposed on 5/10/01.

Proposed 8/1/94 (CVC). Response to system appeal of 9/1/93.

Effective 9/1/93 (CVC). Job Evaluation System Revision project. Published as proposed 06/01/93.

Revised 10/01/87. Title, relationship, nature of work, some examples of work, knowledge, skills and abilities for A7575* Administrative Law Judge I-A, A7576* Administrative Law Judge I-B and A7577* Administrative Law Judge I-C. Title, relationship, nature of work, some examples of work, knowledge, skills and abilities, education and experience for A7578X Administrative Law Judge II and A7579X Administrative Law Judge III.

Revised 02/01/84. Class code, addition of option G, education and experience for A7575* Administrative law Judge I-A, A7576* Administrative Law Judge I-B and A7577* Administrative Law Judge I-C. Deletion of options, nature of work, some examples of work, knowledge, skills and abilities for A7578X Administrative Law Judge II. Nature of work, some examples of work for A7579X Administrative Law Judge III.

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Revised 07/01/80. Grade and relationship for A7575* Administrative law Judge I-A, A7576* Administrative Law Judge I-B and A7577* Administrative Law Judge I-C.

Revised 08/01/79. Change skill code only for A7579X Administrative Law Judge III.

Revised 06/01/78. Education and experience for A7575* Administrative law Judge I-A, A7576* Administrative Law Judge I-B, A7577* Administrative Law Judge I-C, A7578X Administrative Law Judge II and A7579X Administrative Law Judge III.

Created 04/01/75. A7578X Administrative Law Judge II and A7579X Administrative Law Judge III.

Created 01/01/75. A7575* Administrative law Judge I-A, A7576* Administrative Law Judge I-B and A7577* Administrative Law Judge I-C.

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Admin. Law Judge I	Process	Patterned	Arbitrate	Indiv. Contributor
Admin. Law Judge II	Process	Formulative	Arbitrate	Indiv. Contributor
Admin. Law Judge III	Process or Interpretive	Formulative	Arbitrate	Unit Supervisor *

*Note: Tradeoff exists; see factor definition for guidance.

ISSUING AUTHORITY: Colorado Department of Personnel & Administration